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TWENTIETH

ANNUAL REPORT

OF THE

BOARD OF EDUCATION,

TOGETHER WITH THE

TWENTIETH ANNUAL REPORT

OF THE

SECRETARY OF THE BOARD.

BOSTON:
WILLIAM WHITE, PRINTER TO THE STATE.
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TWENTIETH ANNUAL REPORT

OF THE

BOARD OF EDUCATION.

In submitting to the legislature their Twentieth Annual Report, the Board of Education have nothing new to propose.

The educational policy and system of the State may now be regarded as settled, at least for the present. For nearly two hundred years our system of free schools was sustained directly by the people, without special care or direct aid from the government. The people were then homogeneous; the sentiment in favor of education was universal; deficiencies in the schools, when they existed, were often supplied by instruction in the family; and if there was little completeness of system or perfection of detail, yet the results were worthy of all praise.

At length, however, a foreign and a manufacturing population came in; the labor of children became more valuable; in connection with the increase of population, the concentration of wealth, and the division of sects and of classes, numerous private schools sprang up, and it was found that the public schools were losing their efficiency, and the system itself its vitality. This alarmed patriotic and good men, and gave rise, in 1834, to provision for a School Fund, and to the establishment, in 1837, of the Board of Education.

Since that time, the Board and its Secretaries, with the ready co-operation of the legislature, have labored to break up the former torpor, to introduce arrangement and system, and to secure for the subject of education that place and interest which it must have among a free people, if their institutions are to be either

enjoyed or perpetuated. Attention has been drawn to the improvement of school-houses, to their architectural appearance, and to the decoration of the grounds around them; to better methods of warming and ventilating them, and to the construction and arrangement of seats. Scholars have been classified, schools have been graded, and as far as possible, the principle of the division of labor has been introduced. Especially has attention been drawn to the qualifications of teachers.

Normal Schools have been established, and have done a great work; teachers are required to be carefully examined; schools are to be statedly and frequently visited, and full returns are to be made to the Board of Education, to be by them laid before the legislature and the people. Teachers' Institutes, conducted by men of great ability, and illustrating the best methods of teaching, have been held in different parts of the State, and Agents have been employed to go through the State, visiting the schools, awakening interest, and giving information. High Schools, much esteemed and cherished by our fathers, have also been revived, and have been established where they are practicable. These have become an important part of the general system, and are so connected with the common schools as to afford a stimulus to study in them. In these it is intended that the instruction shall be full and thorough, fitting students for the higher walks of business, or for college. To provide suitable teachers for these schools, the State has established forty-eight Scholarships of $100 each, to enable those who will engage to teach in them, to obtain a collegiate education. This provision, it is hoped, will be adequate for the purpose intended. It will also connect, in some measure, the primary and high schools with the colleges. This is well. The symmetry of the general system would require that this connection should be, as it is in some of the States, still more close. The system is one. Between all its parts there is a mutual sympathy, and the legislature can perform its constitutional duty and provide for the best interests of the State, only as it sees that adequate provision is made for the efficient and harmonious action of the whole system.

Having thus distinctly before us the objects to be accomplished, and the instrumentalities for their accomplishment being organized, we propose, as has been said, nothing new. What is now needed is that those instrumentalities should be perfected, and

that there should be applied through them that working energy without which all instrumentalities and systems are vain.

The School Fund, to speak of these instrumentalities separately, was originally limited to $1,000,000. This was doubtless from the apprehension that a large fund might prove a sedative and an incumbrance. There is danger of this. It may be regarded as an axiom, that the schools will be prosperous and effective in proportion to the intelligent interest of the people in them, and to their direct action upon them. Their best life can be drawn only from the immediate sympathy with them of the communities in which they are. But that which requires no thought and costs no effort, is usually little valued, and hence the proper function of a school fund is, not to diminish the interest of the people or their sense of responsibility respecting the schools, but to stimulate and encourage them.

When the fund reached the prescribed limit it was thought proper to remove the restriction. On the 1st of June last, it amounted to $1,627,467.28, and the income from it for the year ending at the same time, was $90,566.30.

How large such a fund may become with advantage, it is not for the Board to say. They see no reason to apprehend that the limit of safety and of healthy action is yet overpassed. In 1854–5, the amount raised directly by the people, was larger than ever before, and in 1855–6 the amount was $1,213,953.55, being an increase on the preceding year of $76,545.79. With such a state of feeling and of action, no danger need be apprehended from a fund however large.

The necessary condition for the prosperity of the schools is, as has been said, the interest and sympathy of the people, but the immediate agents in effecting this prosperity, must be good teachers. To supply these is the object of the Normal Schools. Of these we have now four, a larger number than any other State; a liberal policy has been pursued respecting them, and their proper management is clearly among the most vital points in our system.

The theory of these schools would require that they should be strictly professional; that those who enter them should be thoroughly acquainted with the several branches they propose to teach, and that the instruction in them should be confined to the art of teaching. When they were established, however, nothing like this could be realized. Such had been the general lack of thor-

oughness and method in teaching, that they were, of necessity, little more than common schools of a high order. But the Board are happy to say that no small advance has been made in the right direction. The distinctive object of the schools is kept more steadily in view; the standard for admission has been considerably raised, and a mode of mutual instruction, having constant reference to improvement in the art of teaching, is more and more adopted.

If the instruction in the common school could be so exact and thorough as to make the pupils really know, as a teacher should, the branches to be taught, so that the art of teaching alone would remain to be learned, much of the present work in Normal Schools would be superseded.

In some of the States they are at present relying on the Common Schools and Academies to give specific instruction, and for professional instruction on Teachers' Institutes, conducted chiefly by their being organized into a model school during the day, and by lectures and discussions during the evening. These, however, though of great advantage, are too transient. They require the exercises to be too much condensed and hurried. They do not give the time required by most minds not highly disciplined, to appropriate, assimilate, and systematize new ideas. At present, certainly, there seems to be needed something like our Normal Schools to lie back of them, and whether such schools can ever be dispensed with as permanent institutions, must be left for time to show.

For the past year the appropriation for the Normal Schools has been		$13,000 00
Of this there has been appropriated to the School at Westfield, . . .	$3,200 00	
To the School at Framingham, . .	3,200 00	
To the School at Bridgewater, . .	3,100 00	
To the School at Salem, . . .	3,300 00	
		$12,800 00

This leaves $200 free for general purposes.

During the year changes and repairs have been made in the building at Westfield, and, with the exception, perhaps, of provision for physical exercise, it is thought by those who have examined it to be now remarkably well fitted for its object. They

believe it will be, as every such building should, permanently suggestive of improvements in school architecture to those who shall resort there.

Last spring Mr. Wm. H. Wells, then principal of the Westfield School, having been invited to superintend the schools in Chicago, tendered his resignation to the Board. This was accepted, but with regret, as Mr. Wells was eminently fitted for the place. After extensive inquiry the Board appointed as successor to Mr. Wells, Mr. John W. Dickinson, who had for some years been an assistant in the school, and who, they think, will fully sustain its previous reputation.

The following table, together with the reports of the Committees appended, will fully show the condition of these schools the past year. The teachers educated in them are in constant and increasing demand, and they are gradually, but surely, elevating the standard of teaching in the State.

TOWNS.	Admitted.		Graduated.		1856.				1855.				1856.			1855.		
	1856.	1855.	1856.	1855.	Junior Class.	Middle Class.	Senior Class.	Total.	Junior Class.	Middle Class	Senior Class.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
Bridgewater, .	58	85	31	35	22	33	26	81	35	27	6*	68	22	59	81	24	44	68
Framingham,	35	22	24	30	16	18	10†	44	12	9	14	35	–	44	44	–	35	35
Salem, . . .	65	70	70	–	41	18	24‡	83	33	35	53	121	–	83	83	–	121	121
Westfield, . .	81	89	50	27	37	53	24	114	58	33	17	108	23	91	114	18	90	108
Totals, . .	239	266	175	92	116	122	84	322	138	104	90	332	45	277	322	42	290	332

* Advanced pupils. † 2 advanced pupils. ‡ 7 advanced pupils.

Residence, by Counties, of Pupils admitted in 1856.

TOWNS.	Suffolk.	Essex.	Middlesex.	Worcester.	Hampden.	Hampshire.	Franklin.	Berkshire.	Norfolk.	Bristol.	Plymouth.	Barnstable.	Dukes.	Nantucket.	Other States.	Total.
Bridgewater, ...	–	4	4	4	–	–	–	–	12	9	15	–	3	2	5	58
Framingham, ...	3	–	12	12	–	–	–	–	3	–	–	2	–	–	3	35
Salem, ...	2	44	11	2	–	–	–	1	–	–	1	–	–	–	4	65
Westfield, ...	–	5	3	13	20	13	8	14	1	–	–	–	–	–	4	81
Totals, ...	5	53	30	31	20	13	8	15	16	9	16	2	3	2	16	239

During the year the Secretary has held, under the direction of the Board, ten Teachers' Institutes, at an expense of $350 each, making an aggregate of $3,500. For a particular account of these we refer to the Report of the Secretary. In the judgment of the Board this is a judicious expenditure of money.

Of the State Scholarships thirty-six are now filled, and the remaining twelve will be as soon as the law will allow. Sufficient time has not yet elapsed for the formation of a practical judgment on this part of the system.

The income of the Todd Fund is about $700. This has been expended on all the schools to supply wants and meet expenses not otherwise provided for. The account of the Treasurer will show how this money has been expended.

It is through their Secretary that the influence of the Board must be chiefly felt. He consults with the Board, appoints and superintends Teachers' Institutes, visits schools, meets the people in public lectures and familiar discussions, and collects and arranges facts. His whole time and energy are given to sustain and improve the system of Education, and to his Report the Board must refer as giving a detailed account of what he does, and of the condition of the schools throughout the Commonwealth. Herewith will be submitted the first Annual Report of the present Secretary, and it cannot be necessary that the Board should ask for it special attention. It is now more than a year since he entered upon his duties under circumstances which promised much for the cause in which he is engaged. He had filled the highest office in the State. In that he had been, *ex officio*, a member of the Board of Education, and was familiar not only with the details of its operations, but with the sentiments and wants of the people. Subsequently he was appointed a member of the Board, and was acting earnestly and efficiently in that capacity when he accepted his present office. In securing his services the Board felt that they had cause to congratulate themselves and the Commonwealth on the prospect of an economical, efficient, and eminently practical administration of the vital department of education; and thus far their anticipations have not been disappointed. Aided by the counsels of the Board, by the co-operation of the legislature, and

by the cordial sympathy of the whole people, we trust he will be able to carry on to perfection what has been so well begun, and that in the department of education, and as the mother of men, Massachusetts will retain in the future the distinguished position which she has held in the past.

HENRY J. GARDNER.
HENRY W. BENCHLEY.
MARK HOPKINS.
EDWARD OTHEMAN.
ISAAC DAVIS.
HOSEA BALLOU, 2d.
ALONZO H. QUINT.
HENRY WHEATLAND.
ARIEL PARISH.
C. C. FELTON.

Report of the Bridgewater State Normal School.

The present teachers of this school are Mr. Marshal Conant, principal, Messrs. Leander A. Darling and Benjamin F. Clarke, assistants.

During the present term Mr. Edwin C. Hewitt resigned his place as Assistant Teacher, having been invited to take charge of the First Grammar School in the city of Worcester. He was a faithful and successful teacher, and aimed at improved qualifications for his work. He was appointed January 5, 1853, and afterwards became first assistant when Mr. Albert G. Boyden was called to Salem. In the case of Mr. Hewitt, as in the case of others employed in this school, much larger compensation offered elsewhere, and in some respects a wider sphere of labor, induced his resignation and removal. It is very desirable that sufficient encouragement should be offered in the form of salary to secure the best talent in the place of assistants in the Normal Schools.

A former pupil of this school, Mr. Benjamin F. Clarke, who, at the time when Mr. Hewitt resigned, was principal of the Hacker Grammar School in the city of Salem, was invited to become an assistant here. He accepted the invitation, and entered upon his duties the first of the present month.

Thirty-one pupils have graduated during the year past, viz.: eight males and twenty-three females. All these are now teaching or have taught during the past season, except three females. Two of these failed in health, and one in voice. The number of graduates is small compared with the whole number of pupils, because no regular graduation under the present system of terms has taken place.

The average wages now obtained by graduates are for males $45 per month; for females, $5.50 per week. This is an advance on the last year's report, of $5 per month for males, and half a dollar per week for females.

The whole number of pupils connected with the school by terms since the last Annual Report, is as follows:—

47th term, 30 males, 50 females, . . .	80
48th " 22 " 59 " . . .	81
7 graduates returned for study this term, to be added,	7
Total, ...	168

Not reckoned in this number are seven pupils who left during the terms from various causes.

The class which entered March 19th, 1856, the commencement of the 47th term, numbered 35—7 males, 28 females.

Average age of males, ...	$21\frac{11}{14}$ years.
" " " females, . . .	$19\frac{3}{10}$ "

10 of this class had been engaged in teaching.

The Counties and Towns furnishing this class are as follows:—

Plymouth County, 12.—Plymouth, 7; West Bridgewater, 1; Scituate, 1; Hingham, 1; Hanson, 1; Rochester. 1.

Dukes County, 3.—West Tisbury, 3.

Nantucket County, 2.—Nantucket, 2.

Bristol County, 2.—Norton, 1; Somerset, 1.

Norfolk County, 8.—Dedham, 1; Dorchester, 1; Braintree, 1; Canton, 1; Medfield, 1; Stoughton, 1; Weymouth, 2.

Middlesex County, 4.—Lowell, 1; Malden, 1; Woburn, 2.

Worcester County, 1.—Worcester, 1.

Essex County, 3.—Lawrence, 1; Danvers, 2.

The class which entered the third Wednesday of September last, being the commencement of the present term, numbered 23—5 males and 18 females.

Average age of males, ...	21 years.
" " " females, ...	$19\frac{1}{6}$ "

The number who had previously taught is 14.

The Counties and Towns represented by this class are as follows:—

Plymouth County, 3.—Bridgewater, 2; Middleborough, 1.

Bristol County, 7.—Taunton, 1; Attleborough, 1; Somerset, 1; Norton, 2; Easton, 1; Berkley, 1.

Norfolk County, 4.—Randolph, 1; Medfield, 1; Wrentham, 1; Stoughton, 1.

Worcester County, 3.—Worcester, 1; Sutton, 1; Oxford, 1.

Essex County, 1.—Methuen, 1.

Maine, 4.

Kentucky, 1.

The number at present in attendance is in the Senior Class, 25; 12 males, 13 females. Middle Class, 32; 6 males, 26 females. Junior Class, 22; 4 males, 18 females. Resident Graduates, 1. Total, 80.

The whole number of seats in the school hall is 84, occupying nearly as much space as can conveniently be covered for that purpose.

The Occupations of the parents of the pupils in these several classes are as follows:—

Senior Class—10 Farmers; 3 Merchants; 1 Carpenter; 2 Sea Captains; 3 Shoemakers; 1 Brickmaker; 2 Clergymen; and 3 deceased.

Middle Class—12 Farmers; 1 Merchant; 3 Machinists; 2 Manufacturers; 1 Sea Captain; 3 Shoemakers; 1 Clergyman; 2 Carpenters; 1 Tailor; 1 Meat Dealer; 1 Furnaceman; and 3 deceased.

Junior Class—12 Farmers; 2 Carpenters; 1 Blacksmith; 1 Merchant; 1 Sea Captain; 1 Physician; 1 Accountant; and 3 deceased.

The number of pupils who have received aid from the State during the year is 24, and the amount which they have received is $562. This is the largest sum which has yet been paid in one year at this school.

Only one course of lectures has been given since the last annual meeting of the Board—a series of six lectures on Chemistry, by Mr. Sharp, which was quite useful.

Mr. Blanchard continues to give instruction in Music, twice a week, occupying about one hour each time, with considerable success.

The general course of instruction and training pursued in this school appears to be well adapted to promote its great object—the suitable preparation of teachers of our Common Schools. The

discipline of the school is kind, firm, effective; and the order is generally excellent. The teaching is thorough, practical, earnest; and is calculated to arouse and direct a proper enthusiasm for study. It is the aim and effort of the instructors to promote a high moral sense, and genial intercourse among the pupils.

The Recess, lately constructed in the rear part of the school hall, for the accommodation of book shelves and a table, where the pupils can more conveniently consult books and maps, is found very useful. This increased library room renders the wants of an additional number of suitable books for reading and especially for reference, clearly apparent; while the number could be enlarged with great advantage to the school. An appropriation for this purpose from the legislature seems very desirable.

For the Visitors,

EDWARD OTHEMAN.

Boston, Dec. 30, 1856.

Report of the Visitors of the State Normal School at Salem.

The Visitors to the School at Salem are happy to state that it is in a prosperous condition. Having passed through the stages of formation, it has assumed a distinct and definite form, and is now practically proving its efficiency in preparing well-trained teachers for our public schools. Its principal, Mr. Richard Edwards, who has held that position since the opening of the school in September, 1854, and was, at a still earlier date, favorably known to the Board, retains the confidence of those having the school in charge. Whether the actual need of increased compensation may result disastrously to this school at present, we are unable to say, but the Board does not and cannot now compete with other institutions. This matter needs consideration.

The resignation of Miss Lucy A. Tefft, at the close of the term in February, as an assistant, and the appointment of Misses Sarah A. Smith and Phebe Breed, two graduates of the school, as tem-

porary assistants, are the only changes which have taken place in the corps of teachers since the last report. Miss Tefft had faithfully and satisfactorily performed the duties of her situation, and the loss of her valuable services was the source of much regret.

The school is now organized with the following teachers, viz.: Richard Edwards, principal, and Misses Martha Kingman, Elizabeth Weston, Sarah A. Smith, and Phebe Breed, assistants.

Mr. E. Ripley Blanchard has given lessons in Music during the past year. A course of lectures in chemistry, also, was given in June, by Mr. Sharp. While much cannot be expected from so few lectures, yet the selection of subjects discussed, the clear and explicit manner of illustration, and the success attending his experiments, imparted to the pupils considerable information.

The number of pupils in the school at the date of the last report, was 121; 65 have since been admitted, of which Essex County provided 44; Middlesex, 11; Worcester, 2; Suffolk, 2; Berkshire, 1; Plymouth, 1; and New Hampshire 4. The whole number connected with the school during the year, is 186; 70 have graduated in due course; 12 have left without completing the course, to accept offers of employment as teachers; 20 have since retired on account of illness or other causes, but of this number several are now engaged in teaching.

Of the 70 graduates, 57 (as far as is known) have since been engaged in teaching; 48 are now so occupied;—the difference arising from the fact that females are less employed at this season of the year. Our graduates have taught as follows: In Salem, 11; North Andover, 2; Danvers, 3; Gloucester, 4; North Reading, 2; Beverly, 4; Hamilton, 4; Wenham, 2; Woburn, 2; Nahant, 2; and one each in North Brookfield, Marblehead, Boston, Easton, Lawrence, Salisbury, Brookline, Middleton, Ipswich, North Bridgewater, Brewster, Hanson, Boxford:—in other States—in New Hampshire, 2; and in Maine, New Jersey, Indiana and Ohio, 1 each:—and in the Normal School at Salem, 2. The principal, having endeavored to ascertain the degree of success of these teachers, says: "For the most part the reports on this point have been highly satisfactory. Three or four have failed, but one at least of these has, on a second trial, met with great success, and is now a useful teacher."

The present number of pupils is 84, divided as follows: In the advanced class, 7, whose average age is 19, and who are from the following towns, viz.: Middleton, 2; Beverly, 2; Lynn, North Reading and Marblehead, 1 each. In the senior class, 17 members, of the average age of $18\frac{11}{17}$; Salem furnishing 6; Lynn, 2; North Andover, 2; and Ashby, Lowell, Salisbury, Hamilton, Gloucester, Dunstable and Plymouth, 1 each. In the middle class, 19 members, of the average age of 18, of which Salem furnished 6; Newbury, 2; South Danvers, 2; and North Reading, Adams, Lynnfield, Blackstone, Portsmouth, N. H., West Bridgewater, Malden, Marblehead and Topsfield, 1 each. In the junior class, 41 members, of the average age of $18\frac{28}{41}$, of which Salem furnished 10; Lowell, 4; North Reading, 3; Lynn, 3; South Danvers, 2; Lynnfield, 2; Amesbury, 2; Hamilton, 2; and Sterling, Essex, Manchester, Boston, Cambridge, Keene, N. H., Danvers, North Andover, Lyme, N. H., Ipswich, Chelsea, Newton, and Hudson, N. H., 1 each; the comparatively large size of this class is in part accounted for by the fact, that several of its members are *repeating* the junior term.

Twenty pupils received aid from the State in February, to the amount of $449.50, and in July twenty-five, to the amount of $404.25.

The number of volumes belonging to the school is as follows: Text-books used in the school and loaned to pupils, 1,400; Reference books, 140, (selected principally by Dr. Sears when Secretary of the Board); Miscellaneous volumes, 150, principally donations from publishers and others. Among the donors may be mentioned Hon. Charles W. Upham, who has presented some valuable standard works, Hon. Stephen C. Phillips, who has contributed 100 volumes, Prof. Alpheus Crosby and Charles Northend.

In accordance with the request of the Board, the last legislature granted an appropriation of $2,500, for fencing and grading the grounds, and procuring apparatus, books and book-cases. The fencing and grading have been finished, adding much to the appearance of the place, although the planting of trees and shrubbery is necessarily deferred until spring. Some apparatus has also been procured, and cases for books, minerals, &c., are now making. The amount appropriated is not adequate to furnish apparatus and library such as a school of this character ought to

possess, after the payment of those expenditures which primarily demanded attention, but it will aid to form a nucleus around which, it is trusted, the liberality of another legislature or of public spirited individuals will gather.

In the report of the principal to the Visitors, allusion is made, as an evil, to the willingness of pupils to leave, for the purpose of teaching, before the completion of the course, and as one that cannot be immediately remedied. "It arises," he says, "partly from the want of a proper appreciation of their work, on the part of the pupils, and partly from the expense attending their continuance at the school, and their disinclination, in a few instances, to receive aid from the State. It may also be added, that some are no doubt driven away from the institution by the amount of labor required of them. It is for you to say whether this is a loss or gain. Another reason for the same thing is, perhaps, the fact that diplomas have not been so liberally distributed of late as at the close of the first term. Perhaps it may be considered an encouraging circumstance that the demand for our pupils is so great as to cause these irregularities, although I think that it would, on the whole, be better for the school if the community were, for the present, less ready to employ them." While a serious loss of practical benefit is thus incurred, it is manifestly beyond the immediate power of the Visitors or Board to offer a remedy, except in so far as to throw their influence in favor of the completion of the course, mainly by exhibiting the advantages of, and implanting an attractiveness in, the cause of instruction.

The main obstacle to the highest usefulness of this school, at present, is the same alluded to in previous years: the want of preparation of pupils whom the Visitors still feel obliged to admit. While the true theory of a Normal School is that of instruction in the art of teaching rather than the imparting of knowledge itself, the defective preparation of very many pupils renders it necessary that time be taken to do the work which should have been attended to in the previous instruction of the common school. The loss of time which thus occurs is not the only ill result; the unity of purpose which should characterize the system of instruction, and which is its main value, is broken in upon, and efficiency thereby impaired. The Normal School is not the place for primary instruction; such should be merely incidental; but how to

accomplish this purpose requires careful and regular consideration. The Visitors this year have kept this in view, and have endeavored to raise the standard of admission, not as to the branches examined in, but as to perfectness of preparation, and it is thought, with manifest good effect. No specific action, however, can be recommended, although it deserves serious consideration.

H. WHEATLAND.
ALONZO H. QUINT.

Report of the Westfield State Normal School.

A gratifying degree of prosperity has attended this institution, during the past year, notwithstanding important changes have occurred in it. Mr. Wells, who had nearly completed the second year of his connection with the school, as Principal, resigned his charge in June last; having received an invitation to fill the office of Superintendent of Schools in Chicago, Ill. The Board were truly fortunate in securing the services of Mr. Wells, as the obvious results of the past two years fully verify; and it was a matter of regret that when the beneficial tendencies of his labors and well digested system had begun to be fully developed, the institution should, by necessity, be transferred to other hands. The Board submitted to the change, however, on the broad principle upon which Massachusetts has ever acted, that while she sustains her own institutions from resources within herself, her benevolence prompts her to send out her best educational agents, in answer to the Macedonian calls from abroad.

In the appointment of Mr. John W. Dickinson, as successor to Mr. Wells, we have strong assurance that the school is again in competent hands. Mr. Dickinson has been connected with the school, as a teacher, some four years, divided about equally between the administrations of Messrs. Rowe and Wells; and it is confidently believed he will be able to combine, in a measure, the excellencies of both, to which he will add whatever his own experience and judgment may suggest. His past fidelity and success as

a teacher, and the zeal with which he has entered upon his new duties, afford strong guaranty that the institution under his supervision, will be made to fulfil its mission.

We cannot omit to mention the excellent services of Prof. A. Crosby, who discharged a portion of the duties of the school, after the resignation of Mr. Wells, until the close of the term. Miss Parsons closed her connection with the school, likewise, in November. She came with Mr. Wells, and has been an efficient teacher in her department. Her qualifications command higher compensation, elsewhere, than our appropriation allows us to pay.

Mr. J. C. Greenough, recently a successful teacher of a Grammar School in the city of Salem, has received the appointment and entered upon the duties of assistant teacher. He appears to possess the true spirit and qualifications of a teacher, and has already made a very favorable impression in his department. Miss Worth has, only within a few days, taken the place of Miss Parsons. She comes with excellent recommendations with regard to experience and attainments. Miss Eliza C. Halladay, who has, heretofore, been occupied only a portion of the time, is now fully employed, and her assistance is of great importance in consequence of the large number of pupils now in attendance. Mr. George F. Miller still instructs in singing and renders very acceptable service. Mr. James L. Martin instructs in penmanship.

The whole number of pupils in attendance during the year has been—Males, 32; Females, 130. Total, 162.

Whole number admitted during the year,

Fall and Winter Session, ...	52
Spring and Summer Session, ...	44
Total, ...	96

Of the whole number admitted, 47 have had some experience in teaching.

The number of those who have completed the course and received a diploma during the year has been 50. At the close of the Fall and Winter Session, 15; at the close of the Winter and Summer Session, 35.

The number in attendance Fall and Winter Session, 110; Spring and Summer Session, 111.

Of these Hampden	County	furnished,	47
Worcester	"	"	38
Berkshire	"	"	21
Hampshire	"	"	17
Franklin	"	"	10
Middlesex	"	"	7
Essex	"	"	7
Bristol	"	"	4
Plymouth	"	"	2
Norfolk	"	"	1
New York		"	2
Connecticut		"	1
Vermont		"	1
Maine		"	1
Pennsylvania		"	1
N. Hampshire,		"	1
Sandwich Islands		"	1
			—162

The fathers of those who entered this year are engaged in the following occupations:—

Farmers,	56	Sea Captain,	1
Clergymen,	3	Crier of Courts,	1
Merchants,	6	Accountant,	1
Physicians,	2	Gardener,	1
Peddler,	1	Writing Teacher,	1
Ship Master,	1	Mechanics,	22
			—96

REMODELING OF THE SCHOOL BUILDING.

From an appropriation made by the last legislature, means have been furnished for a complete renovation of the Normal School building. The whole interior of the house has been reconstructed. The hall has been materially enlarged; a private room for the principal, and accommodations for a general library, mineralogical cabinet, &c., have been provided on the same floor; also two large cases for text-books and the reference library.

On the first floor are two convenient recitation rooms, a large lecture room, with a recess for apparatus, a dressing-room for the female

department, furnished with water, and warmed by the furnace; also spacious halls, and two spiral staircases; closets for apparatus, are provided in the recitation rooms. Every part of the building has been thoroughly and neatly finished, and now presents a striking and agreeable contrast with its former appearance.

The work was commenced immediately after the close of the summer term, and so nearly was it completed at the commencement of the fall term, during a vacation of eight weeks, that the school was not delayed for a day at its opening. To Mr. Thomas Kneil much credit is due, for the immediate supervision of the work during its execution; also to Mr. Watson for all the woodwork, and Mr. Walkley for the finish upon the walls.

The money expended cannot fail of proving a very judicious outlay. If the school itself should be a model for imitation in its daily routine of duties, so should the house and all its appointments be a model to aid the young teacher, as he goes abroad on his mission, in suggesting plans and offering advice to those whose duty it is to provide suitable edifices for the instruction of youth. From a building furnished by the Commonwealth, for the special purpose of instruction of a high order, parents, school committees, and educators of every grade, should carry away an impression which shall refine their taste and elevate their views in respect to the provision needful for the suitable construction of school-houses and supplies of apparatus.

Such a *house* it is believed we now have, although modest and unpretending in its general aspect. Of its *apparatus* we should be glad to be able to say as much. The Institution is almost destitute of the means of illustration by experiments. Some provision for this department of the school is exceedingly desirable. The school is, and has been for a long time, straitened for want of a suitable number of assistants for the pupils. With less compensation to each than is paid in most of the High Schools in our large towns, it is difficult to make the appropriation pay even the moderate amount required. Should not the State be as liberal to its model schools as are the cities and towns to their schools for whose instruction Normal pupils are to be prepared by the State?

We cannot close without expressing a conviction of the increasing importance of this school. Nearly *one hundred* pupils are in constant attendance, from all the western counties, and the desire of young men and women designing to teach, to attend the school,

and their appreciation of its privileges, are evidently increasing. Already several candidates have been rejected for want of room. The standard of qualification for admission is gradually but steadily improving. With a corps of teachers full of ardor for the cause, devoted to the best interests of the Institution, and with such encouragements as the State can give without the slightest sacrifice on its part, we may hope to see this school fulfil our most sanguine anticipations.

For the Visitors,

ARIEL PARISH.

Report of the Visitors of the Framingham Normal School.

The Visiting Committee of the Framingham Normal School have the pleasure of reporting, that this school is, in all respects except the number of pupils, in a very excellent condition. The school accommodations are sufficient for a much larger number, and the instruction and training of the school leave little to be desired. The principal, Mr. George N. Bigelow, is a gentleman of great skill in his profession, and of high acquirements in various departments of literature; and his assistants are all faithful and accomplished persons, and devoted to their work. There has been one change only this term, in the corps of teachers, caused by the resignation of Miss Babcock, whose services in the school had been of the highest value. Though she has entered upon a different career of duty, her interest in the reputation and success of the Institution may be expected to continue unabated. The duties of her situation were performed, for several weeks, by members of the school from different classes, but the vacancy is now filled by Miss Anna C. Bracket, a graduate of the school who has shown herself to be fully competent to the requirements of the place.

During the first term, an excellent course of lectures on geography, was delivered by Prof. Guyot, whose labors in this department have produced a great improvement in the methods of instruction now generally adopted in the schools of the Commonwealth. Another useful course of lectures on practical chemis-

try, was delivered by Mr. I. C. Sharp, and an admirable lecture to teachers, on "the relation of personal character to success," by the Rev. A. R. Pope.

At the commencement of the spring term, several of the graduates who had been engaged in teaching, expressed a desire to return and go through an advanced course of study. It was intimated to them that they might do so provided a sufficient number could be secured who would agree to remain a year and a half. A small class has accordingly been formed for this advanced course, and the additional labor has been cheerfully undertaken by the teachers. The studies of this class embrace the French, Latin and German languages, in addition to the higher English branches, and will be more particularly mentioned hereafter.

Mr. E. R. Blanchard continues to give instruction in vocal music. Not only are his instructions satisfactory in quality to those for whom they are engaged, but with disinterested zeal he performs about twice the required amount of work.

The school is divided regularly into three classes, viz.: the Juniors, the Second Class, and the Seniors; and to these has been added the advanced class mentioned above.

The special object of the school is, of course, the education of teachers, and the practical preparation of them for the duties of their profession. This is accomplished in two ways. 1st. By carrying the pupils through courses of study in the different branches of science and literature, of as high a character as the acquirements already made in the common schools, and the time allowed for the Normal School, permit. 2d. By a series of exercises in teaching, in which the extent and accuracy of the knowledge acquired shall be brought to the test, and the best methods of communication ascertained by practical application. It is the opinion of the Committee, that the success of the school in both of these particulars, is such as ought to be very gratifying to those concerned in its welfare. The methods of teaching, the skill of the teachers, the intellectual activity of the pupils, are remarkable, and Mr. Bigelow, the principal, has been able, by his uncommon literary acquirements, to infuse a love of scholarship into the school, which cannot be too much cultivated in an institution of this rank. It is a subject of regret that a larger number of pupils do not avail themselves of such opportunities of intellectual culture, and excellent preparation for the teacher's career.

The number of pupils the first term of the year just past, was 39. The number of those now connected with the school is 44. Of the former number, 36 were from Massachusetts, 1 from Connecticut, 1 from New Hampshire, and 1 from New York. Those from Massachusetts represented six counties and twenty-six towns. Of the latter number, i. e., those at present in the school, 39 are from Massachusetts, 1 from Illinois, 1 from New York, 2 from New Hampshire, and 1 from Connecticut. Those from Massachusetts represent seven counties and twenty-seven towns.

As it is customary to state the occupations of the parents, the following facts may serve to illustrate this point. The larger number are farmers, being 14; the next mechanics, being 13; the next clergymen, being 4. The remainder are distributed among thirteen occupations and trades, 1 to each.

The studies of the several classes are as follows:—

1. For the Juniors—Geography, Geology, Arithmetic—written and mental, Physiology, Grammar, Etymology.
2. For the Second Class—Geography, Arithmetic, Algebra, Drawing, History and Chronology, Moral Science, Grammar, Etymology.
3. For the Seniors—English Literature, Geometry, Algebra, Arithmetic, Astronomy, Theory and Art of Teaching, History of Civilization.
4. For the Advanced Class—German, according to Woodbury's method, Latin, French, Solid Geometry, Trigonometry, English Literature, Mental Philosophy, Algebra.

The following authors and text-books are used, though instruction in the several subjects is not confined to them:—

1. *Geography*—Guyot, Cartee.
2. *Arithmetic*—D. P. Colburn, Greenleaf.
3. *Algebra*—Greenleaf, Sherwin.
4. *Geometry*—Peirce.
5. *History and Chronology*—Miss Peabody.
6. *Geology*—Loomis, Hitchcock.
7. *Physiology*—Cutter, Jarvis, Lambert.
8. *Grammar*—Scheil, Greene.
9. *Etymology*—Thomas.

10. *English Literature*—Cleveland, Latham, Spalding, Fowler.
11. *Astronomy*—Brochlesby, Olmstead.
12. *Natural Philosophy*—Lardner.
13. *Theory and Art of Teaching*—Emerson.
14. *Trigonometry*—Robinson.
15. *History of Civilization*—Guizot.
16. *Zoology*—Agassiz and Gould.
17. *Botany*—Ward, Gray.
18. *Mental Philosophy*—Wayland, Reid, Stewart, Upham.
19. *French*—Farquelle, Le Grandpere, Collot's Dramatic Reader, Plays.
20. *Latin*—McClintock and Crooks, Andrews, Cæsar, Virgil.
21. *German*—Woodbury's Method and Readers, Prose and Poetry of Schiller.

It will be seen by the above view, that the number of subjects studied in the school is large and comprehensive—too large, indeed, for the time allowed to them, without danger of exhausting the powers of application and injuring the health. Regular and systematic habits of life, and abundant exercise in the open air, are rigidly insisted on, and every possible precaution for the health of body and mind, is taken; still it is to be wished that these studies might be spread over a longer time.

The following passage from the last report of Mr. Bigelow to the Board of Visitors, deserves to be specially considered: "Before closing this report I wish to say a word about books. We have something of a library and a considerable number of books of reference, but we want and need more. The largest part of these books have been obtained *by begging*. The State, I believe, has never paid any thing towards furnishing books for the school. I will briefly show how it can do so. The State now appropriates $1,000 to aid scholars who require assistance. For several terms, a part of this money, I do not know how much, has not been expended. Our school is increasing, and we shall soon, probably, be obliged to use the whole sum. By an act of the legislature, we might be authorized to use, for the purpose of increasing the library and apparatus, such portion of the money as may not have been expended according to the provisions of the present law."

For the Visitors,

C. C. FELTON.

TREASURER'S REPORT.

Dr. THE BOARD OF EDUCATION *in account with* THOMAS KINNICUTT, *Treasurer.* *Cr.*

ON ACCOUNT OF APPROPRIATION FOR SUPPORT OF NORMAL SCHOOLS.

1856.	To sundry payments on account of Normal School at BRIDGEWATER, as follows—			1855.		
January 4.	salary of Principal, M. Conant,	$375 00		Dec. 13.	By balance of this appropriation in hands of Treasurer on settlement of his last account, December 13, 1855,	$148 99
	salaries of Assistants,	275 00				
January 11.	J. C. Sharp's bill, lectures on Chemistry,	50 00		Dec. 14.	Received of Treasurer of Commonwealth on account of this appropriation,	4,000 00
March 5.	Marshal Conant's bill. incidental expenses,	128 23				
April 4.	salary of M. Conant, Principal,	375 00		March 28.	Received of Treasurer of Commonwealth on account of this appropriation,	3,000 00
	salaries of Assistants,	275 00				
June 10.	paid for insurance,	33 75		June 30.	Received of Treasurer of Commonwealth on account of this appropriation,	3,000 00
June 30.	paid for hand atlas,	88				
July –	salary of Principal, M. Conant,	375 00		Sept. 1.	Received of Treasurer of Commonwealth am't of appropriation for repairs and improvements on Westfield Normal School-house,	2,500 00
	salaries of Assistants,	275 00				
Sept. 19.	M. Conant's bill. incidental expenses,	67 14		October 1.	Received of same on account of appropriation for support of Normal Schools,	3,000 00
19.	F. D. Homer's bill of repairs,	39 46				
19.	paid M. Conant amount of special appropriation for repairs on Normal School-house at Bridgewater,	100 00		October 1.	Received of same amount of appropriation for grading and ornamenting grounds of Normal School-house at Salem, and furnishing apparatus and furniture for same.	2,500 00
October 3.	salary of M. Conant, Principal,	375 00				
	salaries of Assistants.	275 00		October 1.	Received of same amount of appropriation for repairs of Normal School-house at Bridgewater,	100 00
Nov. 17.	Perkins & Hobart's bill of coal,	123 31				
			$3,142 77			
1855.	To sundry payments on account of Normal School at FRAMINGHAM, as follows—					
Dec. 17.	sundry bills for advertising,	$27 81				
1856.						
January 2.	salary of H. N. Bigelow, Principal,	375 00				
	salary of M. E. Bridge, Assistant,	98 21				
	salary of F. L. K. Babcock. Assistant,	28 92				
	salary of E. G. Hoyt, Assistant,	100 00				
	paid F. L. Child for wood,	6 87				
	incidental expenses, H. N. Bigelow's bill,	27 48				
	paid for advertising,	4 80				
January 11.	J. C. Sharp's bill, lectures on Chemistry,	50 00				
	paid for insurance, People's Insurance Company,	33 00				
	paid for insurance, Merchants' and Farmers' Ins. Company,	28 12				
March 7.	sundry bills, advertising,	15 13				
March 10.	sundry bills, incidental expenses,	108 75				
March 21.	Worcester Palladium bill,	1 00				
April 2.	salary of Principal.	375 00				
	salaries of Assistants,	275 00				
July –	salary of Principal,	375 00				
	salaries of Assistants,	275 00				
	incidental expenses,	167 37				

		Mary Gibbons' bill,	21 20	
		John Johnson's bill,	3 12	
		W. Brummet's bill, care of house,	40 75	
October	8.	salary of Principal,	375 00	
		salaries of Assistants,	275 00	
Nov.	15.	C. C. Moody's bill,	80 50	
		J. J. Brown's bill,	29 67	
		O. Childs' bill,	20 28	
				3,217 98
1856.		To sundry payments on account of Normal School at SALEM, as follows—		
January	2.	salary of R. Edwards, Principal,	$375 00	
		salaries of Assistants,	300 00	
		sundry bills, incidental expenses,	259 68	
January	29.	paid for insurance,	32 00	
April	2.	salary of Principal,	375 00	
		salaries of Assistants,	300 00	
		incidental expenses, sundry bills,	85 50	
June	17.	J. C. Sharp's bill, lectures on Chemistry,	50 00	
July	8.	salary of Principal,	375 00	
		salaries of Assistants,	300 00	
		sundry bills, incidental expenses,	107 95	
October	3.	salary of Principal,	375 00	
		salaries of Assistants,	300 00	
		sundry bills, incidental expenses,	74 50	
				3,309 63
		paid from special appropriation for grading and ornamenting grounds, and furnishing apparatus and furniture for this school-house, as follows—		
October	3.	Kimball's bill for settees,	$146 00	
		paid for piano,	250 00	
		Wilkins' bill,	25 75	
Nov.	26.	remitted H. Wheatland on account of same appropriation, for expenses incurred,	1,200 00	
				1,621 75
1856.		To sundry payments on account of Normal School at WESTFIELD, as follows—		
January	2.	salary of Principal,	$375 00	
		salaries of Assistants,	275 00	
		contingent expenses,	79 52	
		apparatus and chemical substances,	100 00	
April	2.	salary of Principal,	375 00	
		salaries of Assistants,	300 00	
		insurance,	30 00	
		contingent expenses,	104 25	
July	–	salary of Principal,	375 00	
			$2,013 77	
		Carried over,		$11,292 13

Carried over,	$18,248 99

Dr. THE BOARD OF EDUCATION *in account with* THOMAS KINNICUTT, *Treasurer.* *Cr.*

ON ACCOUNT OF APPROPRIATION FOR SUPPORT OF NORMAL SCHOOLS.

1856.				1855.		
January 4.	To sundry payments on account of Normal School at BRIDGEWATER, as follows— salary of Principal, M. Conant,	$375 00		Dec. 13.	By balance of this appropriation in hands of Treasurer on settlement of his last account, December 13, 1855,	$148 99
	salaries of Assistants,	275 00				
January 11.	J. C. Sharp's bill, lectures on Chemistry,	50 00		Dec. 14.	Received of Treasurer of Commonwealth on account of this appropriation,	4,000 00
March 5.	Marshal Conant's bill, incidental expenses,	128 23				
April 4.	salary of M. Conant, Principal,	375 00		March 28.	Received of Treasurer of Commonwealth on account of this appropriation,	3,000 00
	salaries of Assistants,	275 00				
June 10.	paid for insurance,	33 75		June 30.	Received of Treasurer of Commonwealth on account of this appropriation,	3,000 00
June 30.	paid for hand atlas,	88				
July –	salary of Principal, M. Conant,	375 00		Sept. 1.	Received of Treasurer of Commonwealth am't of appropriation for repairs and improvements on Westfield Normal School-house,	2,500 00
	salaries of Assistants,	275 00				
Sept. 19.	M. Conant's bill, incidental expenses,	67 14				
19.	F. D. Homer's bill of repairs,	39 46		October 1.	Received of same on account of appropriation for support of Normal Schools,	3,000 00
19.	paid M. Conant amount of special appropriation for repairs on Normal School-house at Bridgewater,	100 00				
October 3.	salary of M. Conant, Principal,	375 00		October 1.	Received of same amount of appropriation for grading and ornamenting grounds of Normal School-house at Salem, and furnishing apparatus and furniture for same.	2,500 00
	salaries of Assistants,	275 00				
Nov. 17.	Perkins & Hobart's bill of coal,	123 31				
			$3,142 77	October 1.	Received of same amount of appropriation for repairs of Normal School-house at Bridgewater,	100 00
1855.	To sundry payments on account of Normal School at FRAMINGHAM, as follows—					
Dec. 17.	sundry bills for advertising,	$27 81				
1856.						
January 2.	salary of H. N. Bigelow, Principal,	375 00				
	salary of M. E. Bridge, Assistant,	98 21				
	salary of F. L. K. Babcock, Assistant,	28 92				
	salary of E. G. Hoyt, Assistant,	100 00				
	paid F. L. Child for wood,	6 87				
	incidental expenses, H. N. Bigelow's bill,	27 48				
	paid for advertising,	4 80				
January 11.	J. C. Sharp's bill, lectures on Chemistry,	50 00				
	paid for insurance, People's Insurance Company,	33 00				
	paid for insurance, Merchants' and Farmers' Ins. Company,	28 12				
March 7.	sundry bills, advertising,	15 13				
March 10.	sundry bills, incidental expenses,	108 75				
March 21.	Worcester Palladium bill,	1 00				
April 2.	salary of Principal,	375 00				
	salaries of Assistants,	275 00				
July –	salary of Principal,	375 00				
	salaries of Assistants,	275 00				
	incidental expenses,	167 37				

	Mary Gibbons' bill,		21 20	
	John Johnson's bill,		3 12	
	W. Brummet's bill, care of house,		40 75	
October 8.	salary of Principal,		375 00	
	salaries of Assistants,		275 00	
Nov. 15.	C. C. Moody's bill,		80 50	
	J. J. Brown's bill,		29 67	
	O. Childs' bill,		20 28	
				3,217 98
1856.	To sundry payments on account of Normal School at SALEM, as follows—			
January 2.	salary of R. Edwards, Principal,		$375 00	
	salaries of Assistants,		300 00	
	sundry bills, incidental expenses,		259 68	
January 29.	paid for insurance,		32 00	
April 2.	salary of Principal,		375 00	
	salaries of Assistants,		300 00	
	incidental expenses, sundry bills,		85 50	
June 17.	J. C. Sharp's bill, lectures on Chemistry,		50 00	
July 8.	salary of Principal,		375 00	
	salaries of Assistants,		300 00	
	sundry bills, incidental expenses,		107 95	
October 3.	salary of Principal,		375 00	
	salaries of Assistants,		300 00	
	sundry bills, incidental expenses,		74 50	
				3,309 63
	paid from special appropriation for grading and ornamenting grounds, and furnishing apparatus and furniture for this school-house, as follows—			
October 3.	Kimball's bill for settees,		$146 00	
	paid for piano,		250 00	
	Wilkins' bill,		25 75	
Nov. 26.	remitted H. Wheatland on account of same appropriation, for expenses incurred,		1,200 00	
				1,621 75
1856.	To sundry payments on account of Normal School at WESTFIELD, as follows—			
January 2.	salary of Principal,		$375 00	
	salaries of Assistants,		275 00	
	contingent expenses,		79 52	
	apparatus and chemical substances,		100 00	
April 2.	salary of Principal,		375 00	
	salaries of Assistants,		300 00	
	insurance,		30 00	
	contingent expenses,		104 25	
July –	salary of Principal,		375 00	
			$2,013 77	
	Carried over,			$11,292 13

	Carried over,	$18,248 99

Dr. THE BOARD of EDUCATION *in account with* THOMAS KINNICUTT, *Treasurer*—Continued. Cr.

1856.	Amount brought over,	$2,013 17	$11,292 13		Amount brought forward,	$18,248 99
Jan. –	To salaries of Assistants,	300 00				
	contingent expenses,	104 25				
July 29.	J. Cooledge's bill, advertising,	7 12				
Sept. 1.	remitted A. Parish, committee of this school, amount of special appropriation for repairs and improvements on school-house, per his receipt,		2,500 00			
October 3.	salary of Principal,	375 00				
	salaries of Assistants and incidental expenses,	399 86				
			3,200 00			
	Burnham's bill of maps for four Normal Schools, paid Dec. 1, 1855,		5 00			
	balance in hands Treasurer on account of this appropriation,		1,251 86			
			$18,248 99			$18,248 99

ON ACCOUNT OF APPROPRIATION FOR ERECTING, &c, STATE NORMAL SCHOOL-HOUSE AT FRAMINGHAM

1856.				1855.		
January 29.	To remitted Seth Davis for work on fences and grounds of Framingham School-house,		$150 00		By balance in hands of Treasurer on account of this appropriation, Dec. 13, 1855, on rendering his last account,	$344 70
June 12.	remitted Seth Davis for work on fences and grounds of Framingham School-house,		150 00	1856. October 1.	Received of Treasurer of Commonwealth amount of appropriation made May 28, 1856, to defray expense of grading and ornamenting grounds, and putting blinds upon school-house at Framingham,	250 00
	O. Childs' bill for mineral cases,		132 50			
Nov. 26.	remitted Seth Davis for work on fences and grounds of Framingham School-house,		150 00			
	balance in hands of Treasurer on account of this appropriation,		12 20			
			$594 70			$594 70

ON ACCOUNT OF APPROPRIATION IN AID OF PUPILS ATTENDING STATE NORMAL SCHOOLS.

1856.				1855.		
January 29.	To aid to pupils at Salem School,		$405 50		By balance in hands of Treasurer on account of this appropriation on settlement of last account, Dec. 13, 1855,	$341 00
Feb. 9.	Bridgewater School,		221 00			
Feb. 11.	Framingham School,		231 00			

Feb.	19.	To aid to pupils at Westfield School,	690 60	Dec.	14.	received of Treasurer of Commonwealth on account of this appropriation,	1,500 00
April	2.	Salem School,	44 00				
June	30.	Framingham School,	391 50	June	30.	received of same on account of same,	1,000 00
July	2.	Westfield School,	643 33	Sept.	1.	received of same on account of same,	1,000 00
		Salem School,	404 25				
July	24.	Bridgewater School,	311 00				
		balance in hands of Treasurer on account of this appropriation,	468 82				
			$3,841 00				$3,841 00

ON ACCOUNT OF APPROPRIATION FOR SUPPORT OF STATE SCHOLARSHIPS.

1856.				1856.			
June	30.	To O. Ely, State Scholar, Freshman Class, Harvard University,	$100 00			Balance in hands of Treasurer on account of this appropriation on settlement of last account, Dec. 13, 1855,	$100 00
July	3.	C. H. Carpenter, State Scholar, Freshman Class, Harvard University,	100 00				
		W. H. Fox, State Scholar, Sophomore Class, Harvard University,	100 00				
		G. W. Crosby, State Scholar, Sophomore Class, Harvard University,	100 00				
July	12.	C. H. Leroyd, State Scholar, Sophomore Class, Harvard University,	100 00	July	7.	Received of Treasurer of Commonwealth on account of this appropriation,	2,400 00
July	15.	A. S. Hartwell, State Scholar, Sophomore Class, Harvard University,	100 00				
July	21.	J. W. Adams, State Scholar, Freshman Class, Harvard University,	100 00				
August	1.	Jesse F. Fuller, State Scholar, Sophomore Class, Amherst College,	100 00				
		J. W. Cross, State Scholar, Sophomore Class, Amherst College,	100 00				
		A. F. Jones, State Scholar, Sophomore Class, Amherst College,	100 00				
		S. C. Priest, State Scholar, Sophomore Class, Amherst College,	100 00				
		G. S. Grosvenor, State Scholar, Sophomore Class, Amherst College,	100 00				
		Benj. Wormell, State Scholar, Sophomore Class, Amherst College,	100 00				
		J. L. H. Ward, State Scholar, Freshman Class, Amherst College,	100 00				
		J. P. French, State Scholar, Freshman Class, Amherst College,	100 00				
		E. H. Spooner, State Scholar, Freshman Class, Amherst College,	100 00				
		A. R. Nichols, State Scholar, Freshman Class, Amherst College,	100 00				
Sept.	20.	Chas. D. Sanford, State Scholar, Sophomore Class, Williams College,	100 00				
October	15.	G. W. Batchelder, State Scholar Freshman Class, Harvard University,	100 00				
		A. J. Lothrop, State Scholar, Freshman Class, Harvard University,	100 00				
		W. A. Nash, State Scholar, Freshman Class, Amherst College,	100 00				
		balance in hands of Treasurer,	400 00				
			$2,500 00				$2,500 00

Dr. THE BOARD OF EDUCATION *in account with* THOMAS KINNICUTT, *Treasurer*—Continued. *Cr.*

ON ACCOUNT OF TODD FUND.

1855.	To balance due Treasurer on account of this fund at time of settling last account, Dec. 13, 1855,	$155 97	1855. Dec. 14.	Received of Treasurer of Commonwealth on acc't of income of this fund,	$714 00
Dec. 26.	paid E. R. Blanchard for instruction in music, Salem School,	50 00			
	paid E. R. Blanchard for instruction in music, Framingham School,	50 00			
	paid E. R. Blanchard for instruction in music, Bridgewater School,	36 00			
1856.					
January 2.	paid for instruction in music at Westfield School,	50.00			
August 25.	paid for instruction in music to E. R. Blanchard, at Salem, Bridgewater and Framingham Schools,	225 00			
	paid for the same at Westfield School, July,	50 00			
	balance in hands of Treasurer on account of this fund,	97 03			
		$714 00			$714 00

RECAPITULATION.

Balance in hands of Treasurer on account of appropriation for support of Normal Schools,	$1,251 86
Balance in hands of Treasurer on account of appropriation for erecting, &c., State Normal School-house at Framingham,	12 20
Balance in hands of Treasurer on account of appropriation in aid of pupils attending State Normal Schools,	468 82
Balance in hands of Treasurer on account of appropriation for support of State Scholarships,	400 00
Balance in hands of Treas.on acc't of Todd Fund,	97 03
General balance in hands of Treasurer, Dec. 15, 1856,	$2,229 91

E. E. THOMAS KINNICUTT, *Treasurer.*

The undersigned have examined the foregoing account of the Treasurer of the Board of Education, and report the same to be correctly stated and properly vouched.

ISAAC DAVIS,
ARIEL PARISH, } *Auditing Committee.*

TWENTIETH ANNUAL REPORT

OF THE

SECRETARY

OF THE

BOARD OF EDUCATION.

the progress of science, for the application of learning to the daily duties of life, and for the advancement of society in its material and moral affairs.

It is not unreasonable to assert that Massachusetts has participated in the general prosperity. Her population has increased from 691,222 in 1837, to 1,132,688 in 1855; and the valuation of the State has risen from $206,457,662 in 1830, to $597,936,955 in 1850. The annual productive power of the State has increased more rapidly even than its accumulated capital or its population. In 1837 the production of Massachusetts was $86,282,616, equal to one hundred and twenty-four dollars for each inhabitant; while in 1855 it amounted to $295,820,681, equal to two hundred and sixty-two dollars for each man, woman and child within our borders. And even as recently as 1845, the average production did not exceed one hundred and fifty dollars per annum.

So then it may be said that the State annually produces an amount nearly equal to fifty per cent. of its aggregate capital, or one-half of what remains of the labors of eight generations of men. And it is to be borne in mind that this increase has been attained without a corresponding increase in prices; indeed in many departments of industry the prices of the manufactured articles have been reduced. At some points we can connect this material prosperity with the intellectual culture of the people; but it would be unjust to claim for the public schools the exclusive merit which so great a change implies. But their important agency in this work cannot be denied. They have not only furnished education to all who have chosen to accept it, but they have furnished, in the department called High Schools, a better practical education than could have been obtained thirty years ago, in any institution in Massachusetts. In this period labor has been revolutionized. It is no longer, in its leading characteristics, a manual process, but is, in its force and value, essentially intellectual.

Upon the land, for two hundred years, the processes of agriculture were exhaustive, the mind not often devising means by which compensation could be made for what the hands removed and the bodies consumed; while now we behold a system of agriculture annually more and more productive, and annually more and more promising in the accumulated power which is to yield yet richer harvests in the future. In like manner the prosperity of the mills

and shops is based quite as much upon the intellectual vigor as upon the physical power of the laborers. Labor is not imitative, merely,—it is inventive, creative. The laborer is no longer servile, yielding to laws and necessities that he cannot comprehend, and therefore cannot respect, but he has been elevated to the regions of art and works by laws that he appreciates, and aspires to a perfection as real, at least, as that of the sculptor, painter, or poet.

An uneducated people have but few wants and no excess of means; but intellectual culture creates additional wants, and provides for their satisfaction; and it must always happen that the variety and extent of comforts enjoyed, and the surplus productions of a state, are in proportion to the general intelligence. The laws of labor are the laws that exist and are recognized in art, eloquence and science. The great law of these latter unquestionably is, that every student shall be at the same time an original thinker, investigator, designer and producer. If the artist is a producer merely, he is necessarily an imitator, and the art itself is not advanced by his agency. So, if the laborer is a producer merely, he does something, no doubt, to sustain the present order of things, but he makes no contribution to the world's progress.

Massachusetts, from its history and position, is necessarily a manufacturing and commercial State. These pursuits are entirely dependent upon the culture of the intellect. The invention of machinery demands a high order of learning, and the best machinery soon becomes impotent in the hands of the ignorant. Commerce, then, depends for the materials of its growth and prosperity on the intelligence of the laboring classes upon the land and in the shops and mills. Thus we connect the productive power of our State with its institutions of learning. These twenty years have been marked by a continuous effort to give to every child the intellectual culture that is essential to a thinking, inventive, creative, virtuous life of honorable labor. The partial success attained has wrought out results that seem credible only because they are based upon careful personal and local examinations.

In 1837 the cities and towns of the State raised by taxation for teachers' wages, board and incidental expenses, the sum of $387,124.17; while in 1855 the sum of $1,213,953.55 was appropriated for the same purposes. There has been in this item of

expenditure an annual increase amounting, in the aggregate, to the vast sum of $826,829.38. In 1837 the appropriation for each child between the ages of five and fifteen* years was $2.62, and in 1855 it was $5.48, or an increase of one hundred and nine per cent. In 1840 the appropriation was $3.19, in 1845 it was $3.60, in 1850, $4.71, and in 1855, it amounted to $5.48 for each child in the Commonwealth between the ages of five and fifteen years. In 1837 the property of the State was equal to $393 for each inhabitant, in 1840 to $406, in 1850 to $600, and in 1855 it was not less than $790, or an increase of one hundred per cent. in twenty years. It is thus seen that the increase of appropriations in this branch of expenditure has exceeded the increase of capital in the State by nine per cent. The facts already stated also show that the productive power of each individual has increased one hundred and eleven per cent. since 1837; and from the entire view presented we are able to deduce the yet more remarkable truth that the appropriations for the education of each child, the accumulation of capital, and the annual, individual, productive power of our people have been promoted in corresponding ratios.

In 1855 the cities and towns expended in erecting and repairing school-houses for the use of public schools the sum of $588,213.55; while in 1837 the expenditures upon school-houses did not exceed $80,000, thus showing the remarkable difference between the two years of over half a million of dollars. In April, 1854, the school committees appraised the public school-houses at $4,576,457.26, and after allowing for additions, and making also reasonable deduction for depreciation, they must now possess an intrinsic value of more than five millions of dollars. This array of figures does not present a perfect idea of the nature and extent of the change that has been effected, yet it may produce the impression that less remains to be done than the facts warrant. Mr. Mann, in his Third Annual Report, says: "By what I have learned from authentic sources, and have seen in three annual circuits through all parts of the Commonwealth, respecting its three thousand school-houses, I am convinced that there is no other class of buildings within our limits, erected either for the

* The number of children between five and fifteen years of age, has been found by deducting one-sixth from the number between four and sixteen years.

permanent or the temporary residence of our native population, so inconvenient, so uncomfortable, so dangerous to health by their construction within, or so unsightly and repulsive in their appearance without. * * * * * * I do not think there are more than a hundred of the three thousand school-houses in the State, erected in a style at all superior, even if equal, to that of the very poorest public buildings of any other kind, in the very poorest and most sparsely populated portions of the Commonwealth. Leaving the city of Boston out of the account, it would be easy to select a hundred churches, which the parents have built for themselves, worth all the three thousand school-houses, collectively, which they have built for their children."

In 1848, Mr. Mann estimated the school-houses in the State at two millions seven hundred and fifty thousand dollars; and also that two millions two hundred thousand dollars of that sum had been raised subsequently to the Report on school-houses and school-house architecture, made by the Board of Education in 1838. From these statements we gather the opinion that the three thousand school-houses in Massachusetts in 1838 had an aggregate value of five hundred and fifty thousand dollars, or something less than two hundred dollars each. Upon the assumption supported by the number of schools returned, that there were four thousand school-houses in the State in 1855, their average value would be twelve hundred and fifty dollars. But however this may be, we are now annually expending upon school-houses a sum of money equal to the entire investment twenty years ago; and within one hundred thousand dollars of the whole expenditure from 1839 to 1843, inclusive.*

But it should be observed in this connection that the change has not been universal. There are towns where the description given by Mr. Mann is as applicable as it ever was in the history of the State, and vastly more discreditable to those who permit the witnesses of their indifference to testify continually against the public sentiment and wisdom. But the work of regeneration is going on; and what was true of the entire State twenty years ago, is now true of a few localities only. In the cities, and in many of the towns, both great and small, the work of reformation has been radical and complete. But there are, after all, important sections

* Seventh Annual Report of the Secretary of the Board of Education, p. 11.

and classes of the people whose sense of duty in this matter is to be quickened, whose courage is to be increased, whose faith is to be stimulated, that they may join heartily in removing the evidences that now remain of a dark period in our educational history. The reports of the various committees are filled with valuable testimony upon two points. First, the marked and uninterrupted progress of the last twenty years, and, secondly, the necessity for uninterrupted effort in the same work until every dilapidated, inconvenient, unhealthy, unsightly structure has given place to a commodious, tasteful, and inviting school-house. The means by which the work may be promoted will be considered in a subsequent part of this Report.

Another evidence of the progress of the period is found in the length of the public schools taken in connection with the wages of teachers. The length of the schools, separately considered, does not furnish a trustworthy test, nor in all respects a satisfactory conclusion. The average length of the schools in 1837 was 152 days, and in 1856 it was 156 days.

It is a singular fact, which properly may be presented here, that in 1837, two counties, Suffolk and Nantucket, maintained schools for eleven months and twenty-six days, and twelve months, respectively.* Experience has shown that forty weeks, or from two hundred to two hundred and twenty days, are more valuable to the pupil than attendance upon school the entire year. The school year, consequently and properly, has been reduced in Nantucket to 202, and in Suffolk to 216 days. The change has however affected the average of the State. But this partial explanation should not lead us to conceal the fact that the school year has been reduced in some counties where no such excuse can be pleaded. For example, the school year has been shortened in Hampshire from 152 to 128 days; in Hampden from 161 to 152 days; in Franklin from 128 to 113 days; in Berkshire from 163 to 143 days; and in Barnstable from 147 to 129 days. On the other hand, Essex has lengthened its school year from 183 to 190 days; Middlesex from 160 to 175 days; Worcester from 112 to 125 days; Norfolk from 177 to 184 days; Bristol from 140 to 154 days; Plymouth from 146 to 147 days; and Dukes from 100 to 123 days. But the loss in the first named counties is apparent rather than real, though it

* Mr. Mann, Abstracts of 1837.

cannot be denied that in those counties the appropriations of public money for education have not kept pace with the increase of teachers' wages, and the incidental expenses of the schools. In 1837 the wages of male teachers, including board, were $25.48 per month, and of females $11.38; while in 1855 the wages of the latter were $18.52, and of the former $48.05, being an average increase of over 67 per cent. Now while the schools have been diminished in length in five counties, the change has been attended by two noteworthy circumstances. The appropriations have been increased each year, and the daily value of the schools is vastly more than it was twenty years ago. The teachers are better qualified, committees are more interested and intelligent, and the public sentiment of parents is more generally and firmly on the side of judicious discipline and liberal culture. The length of a school is one test, but not by any means the best test of its value. The object should always be to secure a good school, whatever its length or its location. Hence towns and districts commit a grievous error when they add to the length of a school, and lower its quality by employing a cheap and incompetent teacher; so the citizen inflicts a grievous wrong upon his own household and upon society, when he sacrifices his right in a good school to the unreasoning ambition which secures the location of a school-house near his own door. As it is not possible to measure the qualities of a teacher by any absolute standard, and embody the results in tabular statements, we have no certain means of comparing the teachers of 1855 with the teachers of 1837; but the concurrent testimony of committees, of the friends of education, and the observation of teachers of the largest experience, ought to be satisfactory to every mind. It is the result of my own brief experience that the teachers of Massachusetts are as intelligent in their profession, as devoted to its interests, and, as individuals, are as laborious in the work of self-improvement, as any class of persons among us. And further, it is not easy to overestimate their social, educational and moral power. They are generally drawn from the middling interest classes in life; they are the sons and daughters of farmers and mechanics who answer to the old Saxon term *yeoman;* and they have early and thoroughly learned the lesson of self-reliance, without which the youthful dream of success must be dissipated by the stern realities of the world. These twenty years have witnessed the foundation, growth, and vigorous,

manly strength of County and State associations of teachers, the organization of Teachers' Institutes, and the establishment of Normal Schools. These agencies are primarily devoted to the education of teachers, but their secondary influence is quite powerful upon the public schools of the State.

Moreover, the events of the last twenty years have created a professional spirit, and developed an amount of professional knowledge of which the preceding generation was lamentably deficient. There were indeed some good teachers then, who, by natural faculties and long experience, had groped their way to a respectable or even elevated position. These cases, however, were the exceptions. Many teachers entered upon their career without any fit preparation, and in a majority of cases, without just conception of the responsibility of the calling. Such instances occur now, but they are comparatively few. This beneficial change in the professional character of the teachers of the State has wrought a corresponding change in the character of the schools. Upon this view and the facts presented, the value of the education given in all the counties has been greatly increased; and in the counties where the school year has been lengthened, the schools have been doubled, if not trebled, in their ability to advance the cause of education. One of the first steps in the path of progress in a town or district is the acquisition of sufficient intellectual power and moral courage to sacrifice the length of the school year to the character of the school. This view cannot, however, excuse the neglect to furnish adequate appropriations for the maintenance of the schools a reasonable time. And, indeed, the ability to discriminate between a good teacher and a poor one, between a valuable school and a worthless one, must soon organize itself into a public sentiment that will demand appropriations equal to the education of all the children in all the branches appropriate to the public schools of Massachusetts.

It is to be observed that of the whole number of teachers employed, the proportion of males is much less than it was twenty years ago, and this change has been gradual and constant during a larger part of the period. In 1837 there were 2,370 male, and 3,591 female teachers, the proportion of the former being to the latter, as four to six; but in 1855 there were only 2,069 males to 7,602 female teachers, the proportion being as four to fifteen. This change has arisen chiefly from two causes. First, a general and

rapid increase of wages and tempting business opportunities, have drawn the young men of the State into other pursuits; and secondly, there has been a growing and well-grounded belief that the training of children in the primary and common district schools may be best confided to females. Hence, as a result, the services of male teachers are only required in the high schools, grammar schools, and district schools that are peculiar in their character, or peculiar in the local sentiment by which they are controlled.

Since 1837 the number of academies and private schools has diminished from 854 to 771, and the number of scholars in them from 27,266 to 23,617, while the cost of tuition has increased $51,347.53. There have been two years, however, 1854 and 1855, when the number of academies and private schools was less than it is at present; and the explanation of this fact seems to depend on several causes. There are many private schools, and the number has, I think, increased during the last three years, that are chiefly supported by pupils from other States. To this there is no objection; it is a circumstance honorable to our teachers and to the character of the State. But it ought not to be concealed that private schools have sprung up in some towns from other causes. It has happened in a few instances that a small number of citizens have labored for one, two, or three years to improve the schools in their town or neighborhood, and finding their efforts ineffectual, or at best not attended by results answering to their desires, they have established schools upon a private foundation. This is to be lamented, but the general fact remains, that the influence of private schools is much less in proportion to the population of the State than it was twenty years ago. But much work yet remains to be done. There are important classes who do not entertain those elevated ideas of education which will lead them to engage heartily in whatever is calculated to promote it. Such are comparatively indifferent to the system, and especially are they inclined to leave every thing appertaining to the schools in the condition the least troublesome to themselves. Such assent readily to the ordinary appropriations, but they resist, or accept with reluctance, any increase in the expenditure of money and any change in modes of education. When in a town this inertness becomes a successful barrier to the movements of the more enthusiastic, the latter are sometimes induced to turn away from the public system, and provide other means for the education

of their children. This is a great evil, and can be remedied in one way only. It will not do to ask the parent, anxious for the education of his children, to keep them in the public schools, when the schools are not what they ought to be, and thus waste their time, and mar their prospects in the world. Intelligent, judicious, faithful parents will secure the education of their children if possible, and it is the duty of the public to furnish such means as are fitted to qualify young men and women for the business of life. If then the parent asks only this, his is a reasonable request, and the public should grant it. This, however, is not always done; and the irresistible inference is, that the educational movement of the last twenty years has given to a portion of the people ideas of what a school should be, that are not answered by the opinions of others, who in some cases constitute a majority of the voters in a town or district. What, under such circumstances, is to be done? Approach this inert public sentiment, and in a spirit of kindness, animate, invigorate, quicken it in the work of reform. Lead men to feel that they and theirs are interested in having an elevated and constantly improving system of public education, that shall meet the wants of the era on which the country now enters.

All should be convinced, if possible, that public schools, except for strictly professional culture, are at once more beneficial and economical. When the public school, whether it be the district, primary, grammar, or high school, is what it ought to be, it at once unites in its support the entire social, moral, political and pecuniary power of the neighborhood or town. Now, allowing the instruction to be equal, what private institution can, under such circumstances, compete with the public school? Private or select schools do not thrive, except such as are professional in their character, or amply endowed, where the public schools are what they ought every where to be. And where such public schools exist, they furnish better education, within the limits occupied, than can be furnished by any private school.

In public schools, where the system of gradation exists, and transfers are made from the lower to the higher departments upon the merits and attainments of pupils only, nothing further in the matter of classification can be desired. It is practicable to put together pupils of similar attainments and powers, and whenever an individual falls behind, the class is at once

relieved of his presence, and he drops down until he finds his level. In private schools little or nothing of this kind can be done. Candidates are not subjected to a thorough examination, and a school of fifty pupils will usually furnish scholars suited to two, if not to three, of the great departments of our public system. In the public schools, position is the result of merit, hence every pupil is put upon his own resources; while under the private system it is possible for idleness and mediocrity to maintain a respectable position in the estimation of the world.

And private schools, which do the work that ought to be done in the public schools, increase the cost of education. The latter, in every instance, are to be maintained, whether all the children are taught in them or not. It is apparent that a town of two, four, or six thousand inhabitants can educate its children cheaper when it employs but one system, than it can when it employs two. This then may be assumed as a general truth: That the existence of private schools to do the work ordinarily done in the public schools, is strong evidence that the latter are not what they ought to be. I say *strong* evidence, for it is not conclusive. There are persons who believe that the moral and intellectual welfare of their children will be promoted by the tuition and society found in private or select schools. It may be so occasionally, but not generally. One objection to private schools is that they contain the exceptional characters of childhood and youth. They do not present the world as it actually is. Hence the graduate is not fitted for the business of life, because he is as yet in a great degree ignorant of the social elements that surround him.

The power of the parent to seclude his child from the world is limited by the term of the child's minority. When that is passed, he enters upon life, and is at once, without any practical culture, brought into contact with the characters found in the public schools; for, labor as men may, the public schools will give character to society, and determine what the associations of every individual are to be. In this age, the world is neither reformed, improved, nor governed by the education of the cloister. With this view of schools, and education, and life, two practical errors are to be combatted, and, if possible, removed. First, the error that resists appropriations for convenient school-houses, suitable apparatus and competent teachers, and which is in itself both the fact and the evidence of a public sentiment, tempered to furnish an education suited to the last generation, rather than to this; and secondly,

we are to guard against the error, less general, but equally pernicious, that induces men to abandon the public system, because it does not, in all respects, meet their own ideas. This argument does not, however, tend to show that private schools are unnecessary. Far from it. Their necessity and importance are conceded; but the claim is that the public system can furnish the education needed by all citizens, without reference to their calling; that the education given is both more thorough and more economical; and, therefore, it is a duty to make it universal, through the public schools.

It is to be regretted that the labors and experience of the last twenty years have failed to furnish a remedy for the great evil of non-attendance, though, without doubt, some substantial progress has been made in the right direction. The attendance in 1837, averaged upon the children in the State between the ages of five and fifteen years was a fraction less than 70 per cent., and in 1856, the attendance was a fraction over 70 per cent. The average for the last five years is 72 per cent. The attendance in 1855–6, was unfavorably affected by the extreme severity of the winter, which made it impracticable in large sections, and impossible in some districts of territory, for the children to attend regularly upon the schools. Yet there are other more permanent and more general causes existing which aggravate this evil.

As the character of the schools has been elevated, the period of school life has been shortened, and scholars are taken from the schools at the age of fourteen or fifteen, who, in 1837, would have retained the character of pupils until they were sixteen, eighteen or even twenty years of age. The average attendance has been also diminished by a growing public sentiment that it is inexpedient to send children to school until they are well developed physically, and have acquired considerable power of endurance. There are no data covering the entire period on which a positive statement can be based, but the returns of the last six years confirm the view here presented. In 1850 there were 193,232 persons in the State between five and fifteen years of age, and 35,990 pupils in the schools who were not included in this enumeration; and in 1856 the number in the State between the ages of five and fifteen years, was 222,853, and the number in the schools over fifteen, and under five years of age, was 36,571. While then there has been a large increase of population within six years, there has

been no considerable change in the number of pupils under five, and over fifteen years of age, when considered together; but it is to be observed that the number under five years of age has diminished 2,813, and the number over fifteen years of age has increased 3,404. In 1850 the average attendance of pupils between five and fifteen years of age was, to the whole number of persons in the State between those ages, but fifty-three in a hundred, and in 1856 it was only fifty-four in a hundred. If we add 8 per cent. as the probable number of persons who were educated in private schools and academies, there was an average attendance of persons between five and fifteen years of age of 61 per cent. in 1850, and of 62 per cent. in 1856. The average from 1850 to 1856 would be about 2 per cent. higher, the attendance in 1855–6 having, as already stated, been unfavorably affected by the severity of the winter. It may then be assumed that the average attendance upon the public and private schools, of persons between five and fifteen years of age, has increased about 3 per cent. from 1850 to 1856, and it is not unreasonable to infer, that with the same limitations as to age, it has increased since 1837 from 6 to 10 per cent. This result is encouraging, whether satisfactory or not. It demonstrates, in some degree, the power of the public system to meet the demand of an enlightened public sentiment. In the analysis just presented, the object has been to show what proportion of the children of the State, who are legally reckoned as of the school-going age, are actually in the schools; for it is no explanation of the non-attendance of persons between the ages of five and fifteen years, that others not included in this class do actually take the position of pupils. Indeed, the fact that the benefits of the schools are sought by persons for whom they are not primarily intended, is some evidence of their value, and increases the moral magnitude of the neglect now under consideration.

From the facts presented, we find the actual average attendance upon the schools, public and private, of persons between the ages of five and fifteen years, to be only 64 per cent., leaving thirty-six in every hundred of the children of the State who ought to be in the schools, entirely unaccounted for by the statistics before us; and I proceed to explain, excuse, or condemn this mass of non-attendance as the facts and circumstances seem to justify. If it be allowed that 11 per cent., or 24,500 are absent on account of sickness, disability, or unavoidable causes of any sort, there still

remains a loss of 25 per cent., or a continuous non-attendance of more than 55,000 children, who, by the spirit and letter of the law, ought to be in the public schools. The evil here presented is of such magnitude as to suggest a doubt whether it could ever have been greater; and it is therefore well to call attention to the evidence contained in Mr. Mann's First Annual Report, which is quite conclusive on this point.

The whole number of children in the two hundred and ninety-four towns which have made returns, who are between four and sixteen years of age, is . . .	177,053
If from this number we deduct twelve thousand, as the number of children who attend private schools and academies, and do not attend the public schools at all, there will remain	165,053
The whole number of scholars of all ages, attending school in the winter, is	141,837
The whole number of scholars of all ages, attending school in the summer, ...	122,889
The average attendance in winter is	111,520
" " " " summer is	94,956
So that the average attendance, in winter, of children of all ages, falls below the whole number of children in the State between four and sixteen years of age, who depend wholly upon the common schools, . . .	53,533
And in summer it falls below that number, . . .	70,097

The number of children in 1837, was to the number in 1856, as sixty-six is to a hundred; and it is therefore apparent that the evil of non-attendance has diminished in the last twenty years. But however this may be, it is so great at the present moment as to involve a loss of one-fourth of all the appropriations made for public education. This loss is to be explained, in part, as follows:—

I. *The employment of children in manufacturing establishments.*—By an Act of the legislature, (stat. 1855, chap. 379,) it is provided that no child under fifteen years of age shall be employed in any manufacturing establishment, unless such child shall have attended some public or private day school, of which the teachers shall have been approved by the school committee of the city or

town in which such school shall have been kept, at least one term of eleven weeks next preceding the time of such employment, and for the same period during any and every twelve months in which such child shall be so employed."

This law was passed to meet an evil existing, or feared, in the manufacturing cities and towns. A portion of the people, comparatively small, are indifferent to educational privileges, and such are, of course, willing to neglect the education of their children, whenever their labor will yield a pecuniary return. The law has had the effect to induce an attendance in the larger manufacturing towns, for at least eleven weeks in each year. In many instances much credit is due to the public authorities, and to the officers of manufacturing establishments, for the faithful execution of the statute. It is not, however, quite certain that the law is every where observed. Indeed there is some evidence to the contrary; and it may not be amiss to call attention to the importance of its careful execution. Assuming that there are no violations, it is yet true that every pupil who is present for three months only of the ten months of the school year makes an average attendance of only .30, and consequently reduces the average of the town and of the whole State. And as there are thousands of such pupils, the average of the State is thereby seriously diminished. While we ought to be thankful for the faithful execution of the law, in its letter and spirit, as it stands, there can be no more important subject of legislative consideration than the inquiry, whether the law itself, if honestly executed, will answer the purpose for which it was apparently enacted.

It was no doubt feared that, in process of time, our manufacturing towns and manufacturing interests, would be burdened by the presence of an ignorant, degraded, and vicious manufacturing population; and the question is, whether the remedy provided is adequate to the emergency that exists? Now, by way of answer, suppose the proposition to be made to reduce the school year throughout the State to eleven weeks. Would it be regarded as safe, or wise, or economical? The time would be deemed, on all hands, as entirely insufficient to furnish a business education to a farmer, mechanic, merchant, or workman of any sort. Eleven school weeks contain fifty-five days. A school day is six hours long, consequently each child in a manufacturing establishment, is required to be in school three hundred and thirty hours, every

twelve months. This number, multiplied by ten, the years of school life covered by the statute, gives an aggregate of 3,300 hours, equal to one year's labor of ten and a half hours per day, as the visible expression of the entire opportunity which the child has, for mental and moral growth, under the influence of our system of public instruction. Is this brief period sufficient to enable the pupil to make any considerable progress in knowledge?—to acquire any fixed habits of self-culture? Can his character be formed, or moulded, or disciplined, with any hope of lasting results? Nor is the magnitude of these questions lessened by the consideration that some of these children are destitute of proper parental control, and consequently furnish many names for the truant lists in the cities and large towns, and many characters for the dangerous classes of society every where. It may be true that some children attend school six, or eight, or ten months a year before they enter the manufactories, yet, after making all proper allowances, the inference is strong, that the existing provisions of law do not promise what ought to be accomplished. The remedy is not difficult. The actual attendance required may be extended from eleven to fifteen, or even twenty, weeks. And in the case of children under twelve years of age, if such are employed, the requirements in regard to education should be more exacting. This may seem burdensome to parents who need the returns which the labor of their children yields, but in a matter of this moment public considerations are paramount to all others. The principle has been conceded and asserted in the legislation of the last twenty years; and, were it not so, a wise public policy would naturally and necessarily vindicate the wisdom of the measure. An ignorant manufacturing population is the great moral, social, political and pecuniary burden to which manufacturing countries are exposed. Ignorant labor is not only the most expensive labor, but it weighs down and degrades business, society, politics, and the reputation of towns and states.

II. *Non-attendance from religious and social considerations.*—It will appear from the school abstracts that children of Catholic parents have been kept from school, in one or more instances, by reason of supposed religious influences in the school-room. This peculiarity is not general, and it will probably diminish. Sectarianism is, of course, excluded from all the public schools; and it

is believed that no just cause for complaint exists on that ground. The use of the Bible is the necessary foundation of any pure system of morality, and its use seems to be implied in the language of the constitution, and by the general tone of legislation for two hundred years. It is not, however, necessary to discuss the question, for while it appears difficult in theory, in practice, the sound judgment of the local authorities and a considerate public sentiment are usually able to reconcile and harmonize conflicting opinions.

But the fact itself is necessary to a full view of the subject under discussion. Nor can I with justice pass without notice another topic, somewhat delicate in its nature, yet essential to the exposition which it is my purpose to make. The fact last stated accounts for the non-attendance of a portion of the children of foreign parentage, but the presence of such in considerable numbers in some of the schools, has led many American parents to place their children in charge of private instructors. It is easy to appreciate the difficulties that exist, and it may not be wise to complain of the course taken; but nothing can more effectually diminish the influence of the schools, and lower them in the public estimation.

Under all the circumstances that in this connection may be supposed to exist, is it not the first duty of the citizen to recall the leading idea of our school system, that its main object is to furnish education to all the people? And will it not be wiser, upon the whole, and in the end, for each citizen to exert himself to elevate the schools, and, through the schools and otherwise, to elevate the pupils as individuals? If the purity of childhood cannot be preserved in the presence of childhood, what hope is there of youth and maturity?

When a man withdraws his children from the public schools, his interest in them is lessened, if it does not cease altogether. In cities, such changes may take place and be unnoticed; but in the towns generally, the cause of education needs the sympathy and support of every heart and hand.

III. *Truancy and irregularity of attendance for insufficient causes.*—The child who never enters the school-house as a pupil, is guiltless of any positive special wrong to the school; but the occasional presence, or the occasional absence of a scholar, is an injury to himself and to all his associates. When a pupil misses a recitation, a wrong is committed which can only be remedied by

the perpetration of another wrong. In a good school each pupil has an amount of daily labor assigned to him, equal to his powers, and a lost lesson must be made up by extraordinary physical and mental labor. This, of course, is an evil. In most cases, however, the neglect is overlooked, and the pupil is retained in the class, daily losing his interest in what he does not understand, while the other members are kept back by one whose neglect has been a common injury.

The school abstracts contain all, or nearly all, that was uttered by the committees of the several cities and towns upon the subject of non-attendance. From these it will appear that the evil is universal and universally deplored. And to me it seems of such magnitude as to justify the presentation at one view of what may be regarded as the expression of the opinion of those intrusted with the educational interests of the State. There has been no attempt in the selections made to establish any fact or any theory, but rather to allow the representatives of the whole Commonwealth to speak to the whole Commonwealth upon a subject that is fundamental in the system of education. This remark is also applicable to the selections made in regard to discipline and studies.

The remedy for the evil now under consideration is first, and we may say chiefly, in the power of parents. They may create a sentiment which shall lead the pupils of the neighborhood and town to be constant and punctual in their attendance; they may prohibit all unnecessary absence; they may sometimes control the wishes of their children, or yield their own convenience, in a matter of so much personal, family, and public importance. There is also eminent need of liberality of sentiment, and forbearance and charity in judgment, on the part of parents and guardians. It is the testimony of various committees that children are sometimes taken from the schools for slight or insufficient causes. The withdrawal of a child from school is equivalent to a public declaration by the parent that the school itself ought to be discontinued, or put into the charge of a new teacher. Does it always happen that parents fully realize the importance of such a step? And is this course often sustained by the facts in the case? Whenever a child is taken from a public school for alleged reasons affecting the character of the school, there is a serious fault on the part of the parent or the superintending committee. The parent is justified in taking his child from the school when it is an unfit place

for the child, but not otherwise; and when the school is not a fit place for one child, it is not a fit place for any.

The reasons, therefore, which justify the parent in withdrawing the child, require the committee to close the school.

Truancy, or the absence of pupils without the knowledge and authority of parents or teachers, is an evil which has received special attention in some places, as Boston and Lowell, and demands serious consideration in every town and city of the State. Truancy is not absence from school, merely; it involves in its commission deception and falsehood, and is usually produced by, or connected with, offences, and even crimes of a flagrant character. The attention of the legislature has been given to the subject, and the several statutes of 1850, chapter 294, 1852, chapter 240, 1852, chapter 283, 1854, chapter 88, and 1855, chapter 309, furnish to every municipal government sufficient authority to diminish materially, if not entirely to remove the evil. The power having been vested in the towns and cities, an appeal may be made to them in behalf of its judicious exercise. The report of the Superintendent of public schools in Boston shows that that city has wisely and thoroughly executed the law; and the extract from his report is well worthy the attention of the cities and chief towns in the State. Ignorance is not in itself the most dangerous result of systematic and general truancy. It begets an indifference to the wholesome restraints of society; children become hardened by repeated violations of the law; their moral sensibilities are deadened; their thoughts, amusements and pursuits become intrinsically vicious, or even dangerous elements of influence and resistance in a well-ordered state. Truancy furnishes many inmates for the Reform Schools, Houses of Correction, Almshouses and Prisons.

Education is important, but not equally important, in every condition of society. Economically there may be no distinction, as learning is alike profitable to every branch of industry, and consequently to every community; but socially and morally, ignorance is not so pernicious to an agricultural as to a manufacturing or trading people. The manufacturer is already compelled to decide what the intellectual character of the operatives in his shop or mill shall be. If he employs any considerable number of ignorant laborers, the more intelligent leave his service; and very soon cities and towns will have a reputation for intelligence or

ignorance, morality or vice, based upon the character of the laboring population. If, then, any large number of persons are permitted to grow up in ignorance, they will form a state of society beneath which nothing good will exist, and on which nothing pure and progressive can ever be erected.

In 1854–5 the following question was proposed to the several school committees, viz.: — What is the estimated number of children between five and fifteen years of age, who fail, through neglect, to attend any school, public or private, during the year?

The returns show that nine thousand six hundred and seventy-nine children were not enjoying the advantages of any schools, either public or private. They were distributed among the several counties as follows, viz.:—

Suffolk, 215; Essex, 1,749; Middlesex, 1,321; Worcester, 1,658; Hampshire, 339; Hampden, 656; Franklin, 279; Berkshire, 826; Norfolk, 610; Bristol, 1,183; Plymouth, 598; Barnstable, 238; Dukes, 7; and Nantucket, none.

Here then, as a result of family indifference and public neglect, is a mass of ignorance which holds in its icy embrace one-twentieth part of the school-going population of the State. The returns may be inaccurate, but they give sufficient support to the unwelcome truth, that there are families and classes whose attention has not yet been arrested by the efforts in behalf of universal education.

It will be unjust, however, to assume that all these children never, at any period of their lives, attend school. Many of them, possibly most of them, by a change of homes and circumstances, receive some education; for we have not such an amount of adult ignorance among native born persons, as these statistics indicate. As I pass from the subject of non-attendance, I desire to reaffirm the opinion, that, notwithstanding the view taken, and the facts presented, there has been a marked improvement in the last twenty years; but enough remains to be done to justify the opinion that the time has not yet arrived when the legislature, the towns, or the people, can wisely dispense with any instrumentality that has proved itself at all equal to the work in hand.

It is believed also that the discipline of the schools has been continually improving. Twenty years ago corporal punishment was a chief means of government; now, however, without being dispensed with, its use is the exception in good schools. In some

degree the discipline of the schools has been transferred to the homes, where wise family government renders the duties of the teacher in this respect comparatively easy. In every school there must be a government, and consequently there are laws whose violation is to be followed by corresponding penalties. Theoretically it is not safe to prohibit corporal punishment; but, practically, he is the best teacher, circumstances being equal, who has the least occasion to appeal to physical force. Like war among nations, it should be the last resort for the settlement of difficulties. The moral perceptions of children are acute; hence every regulation of the school should have a moral basis, and this basis should be made apparent to the pupils. Mere arbitrary rules may be obeyed through fear, but rules which spring from a foundation of right, are observed from a sense of duty. It is the uniform testimony of the Abstracts relating to discipline, that inefficient family government is a serious obstacle in the way of successful government in the schools. The evil does not admit of any positive and special remedy; yet as the public attention is arrested, and the public mind is educated, there will be an improvement in this respect. The best discipline of the schools may be secured in the homes; and, as a fact of experience, no real success has been attained in the schools where the co-operation of the homes was wanting.

The Abstracts also contain information and views of importance in regard to studies and methods of education. The public opinion and expectations have been somewhat tempered and chastened by experience in regard to the proper and possible work to be actually performed in the school-room, or during the period of school life. The expectations concerning a child in school should be equal to what he will probably, or even to what he can possibly accomplish; but to all expectations some reasonable limits should be assigned. Now our common schools can never do the work of colleges; and it is a misconception of their true character and uses when the elementary work for which they are properly fitted, is neglected, that attention may be given to branches called higher, but which are comparatively useless where they do not rest on thorough primary culture and severe mental discipline. Whatever is possible should be accomplished; but the work should be arranged upon some system.

It is not difficult to say what this system should be. First, those studies that are every where regarded as elementary should

be pursued; the pupil should know how to read, write and spell his native language; and this knowledge should include not only an acquaintance with the principles of the language, but also a thorough mental and physical training that contemplates its refined and tasteful, as well as proper use. These may not, in a broad sense, constitute a good education; but as there can be no good education without them, so no school answers the purpose of its establishment in which these branches are neglected or imperfectly taught. Secondly, the teacher must awaken or create in the mind of the pupil a love of knowledge, for itself and for the advantages it confers. And here the power of the teacher is best exemplified, and the character of the school best illustrated. In this work text-books lose their importance, and the teacher is thrown upon his own resources and upon the experience of the world at large. To be sure the studies of the school generally create a love for learning; but these studies are, to some minds, comparatively destitute of interest, and the teacher must invoke other aids, or submit to a disastrous failure. A love of learning is not only essential to the prosperity of the school, but it is the only assurance of future success.

The public school, at best, can give, in the amount of knowledge furnished, but a poor preparation for the duties of life, if its influence in the work of education is to cease as the pupils go forth into the world. If, however, they carry with them a taste for study, and are stimulated by a rational desire to add to their stock of knowledge, they at once bring this power to the aid of their chosen business, and we have, as a consequence, well educated industrial classes.

If, however, the schools merely educate pupils to a certain point, whatever that point may be, whether high or low, and there leave them without the taste for further acquisitions, we shall have, no doubt, a reading and writing population for the stern necessities and duties of life, but it will lack the progressive element which gives pecuniary, productive, moral and political power to individuals, communities and states.

These observations are not to be taken as an opinion that any study usually pursued in our public schools is unimportant; but that the various studies must be reached by successive and well-marked steps or stages, and that there is a common point of departure for all.

Teachers' Institutes have been held, during the year 1856, in the following towns, viz.: Ware, Winchendon, Dennis, Kingston, Marlborough, Sterling, Stockbridge, Groton, Barnstable* and Williamsburg. Eleven hundred and twelve persons, or an average of one hundred and eleven, were registered or numbered as members of the several Institutes. After making allowance for the pupils of the Normal Schools who were present in 1855 and in 1856, the attendance has been substantially the same in both years. Of those who attended the Institutes this year, five hundred and five are known to have attended in former years; and of the whole number of members, six hundred and twenty-four are known to have been actually engaged in the business of teaching. Among the latter were teachers of high attainments and great experience. This simple division is a happy commentary upon the character of the Institutes. It shows that they are important aids, even to experienced teachers, as many such are always in attendance, and that the young who are about to enter the profession look to the Institute as one means of preparation. Some teachers attend not only twice, but even three, four, five and six times. The Institutes are not of equal value to all; the exercises and instructions are not alike new to every one; but as a general statement it may be said that an entire session will furnish something of value to the most accomplished teacher. Some will get positive knowledge, some will get suggestions which lead their own minds to important results, while others may find their courage strengthened, their faith quickened, or their ability to govern and teach increased by the experience and practice of those with whom they associate.

As far as is known to me, the character of the Institutes is substantially the same that it has been in former years; though the details of the exercises have in some respects been changed. The following teachers have been employed the current year: Professors William Russell, Alpheus Crosby, and Hermon Krüsi, Messrs. Lowell Mason and Sanborn Tenney, and Rev. A. R. Pope.

The time heretofore assigned to teaching exercises in drawing, has been diminished about one-half, and I have thereby been enabled to introduce at each Institute one or two practical lectures by Rev. A. R. Pope, upon subjects of primary importance to the

* Village of Hyannis.

schools, as proper methods of heating and ventilating school-rooms, the posture of pupils, exercise, and other topics of a kindred nature. At several of the sessions attention has been given to the theory of teaching, and to the discipline of schools with special reference to the use of moral means in government.

It is within the knowledge of all who have been connected with the Teachers' Institutes that the interest of the members, and of the public, has steadily increased from the beginning to the end of every session; and hence it has happened that the invitations each year have been from those sections of the State where Institutes had been previously and perhaps frequently held. It is desirable that the influence of this agency should be more equally distributed, but as the practice has been for citizens of the town or city where an Institute was held, to furnish board gratuitously to the members, the only course seems to be to follow the lead of public sentiment. Heretofore the work of each session has been performed in one locality; but during the past autumn, without limiting or changing in any manner the exercises of the Institute, arrangements have been made by which from four to eight lectures have been given in neighboring towns. By this change an average of forty lessons and lectures is given each week, instead of thirty-four.

The Institute is not only a valuable help to teachers, whether experienced or inexperienced, but it has become a most important means of influencing the public at large. During the past year the evening sessions have been attended by the citizens generally, and resort has been had, in most of the towns, to the largest hall, or place of public meeting, to be found in the vicinity. This remark, as I am told, applies with equal truth to the operations of former years.

By a Resolve of the legislature of April 24, 1851, the Board of Education were authorized "to appoint two or more suitable persons to visit the towns and school districts, in such parts of the Commonwealth as might seem expedient to the Board, for the purpose of inquiring into the condition of the public schools, lecturing upon subjects connected with education, and, in general, of giving and receiving information, in the same manner as the Secretary of the Board would do if he were present." This Resolve appropriated twenty-five hundred dollars annually for a period not exceeding two years. By a Resolve of March 17, 1853,

the authority granted by the first mentioned Resolve was continued for a further period, not exceeding three years.

The force of this last Resolve ceased on the 23d day of May, 1856, and the legislature having failed to renew the appropriation, the agents of the Board of Education have been discharged from the public service. At the last session of the legislature I presented the subject to the Committee on Education, and, although some members had doubts of the expediency of the measure when attention was first called to it, an examination led to a unanimous report in favor of an appropriation. The Resolve passed the House of Representatives without serious opposition, and was engrossed in the Senate; but on the last day of the session and by a vote of eleven to ten, its enactment was refused. Under these circumstances, it seems to be among the proprieties of my place for me to present the subject anew to the Board of Education and to the legislature of the State. The duties of the agents and the manner of their performance were very fully set forth by my predecessor in the Fourteenth, Sixteenth, and Eighteenth Annual Reports of the Secretary of the Board of Education, and also in the several reports of the agents themselves. In the further consideration of this matter, the first question suggested is this: Is it necessary for the Board of Education or its Secretary to have additional and more comprehensive means of communication with the people of the State? And secondly, if so, what shall the additional means be? Our system of education is eminently popular, and every measure must be submitted to the public judgment. The powers of the Board of Education are limited and definite, and there is no desire to extend them; but it is reasonable to expect that it will, from time to time, initiate such changes as may be thought expedient.

The propositions for change, as well as the wise discharge of the ordinary duties of the Board, must depend upon an accurate and detailed knowledge of the system that exists, and the prevalent opinions of the people. Massachusetts contains a million and a quarter of inhabitants, who are divided into three hundred and thirty-one municipal, and into more than four thousand school organizations. In each of these organizations there are distinguishing facts and an independent public sentiment. Wise measures and systems of policy have reference always to those who are to be principally affected by them. It therefore follows, naturally

and logically, that those who are charged in some measure with the cause of public education should be familiar with the opinions of the people, the educational characteristics of different sections, and the reliance that may be placed upon the public for aid in any given measure of reform.

Nor is a momentary acquaintance with the people upon all these points enough; it must be frequent, if not uninterrupted and continuous. The natural changes in the population by birth and death are such, that very little can be assumed in regard to existing opinion based upon observations made five or ten years ago; and in addition to this important fact, we are annually receiving many thousand immigrants who are more completely ignorant of our institutions than any considerable portion of the native population are likely to be. They come here without a special knowledge of our school system; yet they ought in the spirit of kindness to be brought under its influence, and in any view of their rights and position they must ultimately, and with some degree of power, socially and politically, pass judgment upon the system itself.

Two things then the government should attempt; First, to ascertain what the public opinion, in all sections and among all classes is; and, secondly, the government should attempt, by proper means, to bring the public sentiment into harmony with the best educational ideas of the age.

No government, in any of its branches, is wise, which does not learn from the people; no government is powerful which does not communicate with the people; and least of all should the department of education be ignorant of the opinions of those whom it seeks to serve. We expect in education better things than have yet been attained. Changes and reforms which promise progress and tend to perfection may be suggested by the legislature, by the Board of Education, or by the friends of learning, but all ultimately must be submitted to the people for their approval or condemnation. Hence it necessarily follows that good schools,—good in theory and good in their practical, permanent character,—can exist only where the people comprehend the principles of the system, and appreciate its value. The character of the schools as they are, will correspond with the opinion of the people in the towns as to what they ought to be. The local sentiment is the law of the school, and the school is to be reached through the local sentiment, or not at all. Nor will it do to assume that the

right ideas of a few men in a town will secure the results we desire. In moderate times their influence is salutary and recognized; but in the pinch of test questions, which make or mar the schools for a generation, the voice of numbers is the voice that bears sway. In this view it seems just to say, and the remark is in fact no disparagement of Massachusetts, that the necessity for education outside of the school-houses is nearly as great as the necessity for education within them.

Nor ought this remark to be misunderstood. It is assumed and claimed that the people of Massachusetts are intelligent, and in an eminent degree solicitous about their system of public education. They are competent to pass judgment upon all their educational interests, but generally they are not so situated as to investigate every proposition and measure originally, and without any external aids. Many of them are farmers upon the land, others mechanics, others merchants, others are in active professional life, and others "go down to the sea in ships." They have no more time for the secluded, original, studious investigation of every question or proposition in education, than they have for a similar investigation of the questions, old and new, in law, medicine, mechanics, or in the ample field which embraces all the sciences. But such is the nature of our government that each opinion, whether crude or enlightened, affects our school system, and through that system the wealth of the State, the happiness, the moral and religious character of the people, not for one generation only, but through the future ages of our political existence. It is one thing to have a vague, or even an accurate idea of the importance of thorough and comprehensive learning, and quite another thing to see and appreciate the details by which such learning is to be secured. The importance of education cannot be so magnified by the most ardent as to be unacceptable to any; but divisions arise at once when we come to consider those topics which are the necessary elements of the system itself. By whom should the school-houses be built and kept in repair? By whom should the teachers be employed? Ought the pupils to be divided into schools and departments perpendicularly according to the territory on which they happen to live, or horizontally according to the attainments they have made? Is preliminary training essential to the success of the teacher? What studies should be pursued in the schools?

These questions are considered every where in the State, and in much the larger part of the State they are yet undecided.

Who can estimate the importance of the decision to be made in its influence upon the Commonwealth and upon the country? And is there not enough depending upon these questions to justify the State in laying before the tribunal of the people the experience of those whose experience has been largest and longest? The judgment of the people is not invoked that they may merely accept what is good; the rejection of that which is wrong is quite as important. I cannot doubt then, that this department should be intrusted with the means of learning from the people, of communicating with the people, and, in some humble measure, of educating the people in the nature, relations, duties and powers of our common school system.

And in considering this subject farther in connection with the question first proposed, it is necessary to present in detail the existing means of communication between the Board of Education and the people of the State.

I. *The Annual Report of the Board of Education, the Annual Report of the Secretary of the Board of Education, and the accompanying documents.*—This publication is necessarily voluminous, and though distributed to the members of the legislature, to the school committees, and among the school districts of the State, it cannot be assumed that it is actually seen by more than one-tenth, and it is not probably read by more than one-twentieth of the people of the Commonwealth. And while I am at liberty to assume, speaking historically, that the document is of inestimable value to the cause of education, it is quite improper to allege that it meets the want indicated in the view of the State already taken. It is not, and, in the nature of things, it cannot be adapted to the peculiar local wants of the people. The statistics are, to be sure, locally and universally valuable; but the suggestions, recommendations, theories, complaints and commendations are, from the circumstances of the case, general in their character. Moreover, these reports are valuable just in proportion to the knowledge which their authors have of public sentiment, and they will prove most advantageous when the writers enjoy the full benefits of the intimate connection and acquaintance which it is my present purpose to commend. At best this agency is but a means of commu-

nicating with the people; it does not give to the Board of Education any power to gather up the sentiments of the people, from the separate localities, to be afterwards distributed broadcast over the Commonwealth.

II. *The personal labors and observations of the Secretary of the Board of Education.*—Sinking for the moment, if possible, all personal interest in the question, I am free to say, as the result of a brief experience, fortified by my knowledge of what was accomplished by my predecessors, whose ability, industry and fidelity, are above praise, that this agency also is entirely inadequate to meet the demands of the cause of education in the exigency now before us. The Secretary is expected to visit each Normal School at least six times a year; and he should also be present at some of the meetings of teachers in the State and in the several counties. The Teachers' Institutes occupy ten or twelve weeks of time, annually. Next, he must conduct a large amount of correspondence, give some attention to the daily duties of the office; be present at the meetings of the Board; and occasionally consult with the Committee on Education. And last he must read and make abstracts from the reports of the school committees of the several cities and towns, and prepare his own report to the Board of Education. In addition to these claims I have found it practicable, during the the year 1856 to deliver fifty-four addresses and lectures upon educational subjects in forty-two different cities and towns of the Commonwealth. The amount of labor here indicated is certainly not unreasonable; more might be performed; yet in any estimate of human abilities, it is not possible for one person to make an annual visit to each municipality in the State. Yet such an annual visit, it seems to me, should be made for the purpose of ascertaining the progress of the schools, conferring with the committees, holding small meetings of the nature of Institutes for the benefit of teachers, and at last for the purpose of addressing the public upon the subject of education.

This work requires in every case one day, and in most cases more than one day would be needed. And it may be well said in this connection that it was urged as an objection against the agencies, that sections of the State had been neglected. The records of this office disproved the statement; but the real difficulty was in the inadequacy of the force employed, which per-

mitted visits to the respective towns once only in three years, or once in two years at best.

Hence it happened, especially where lectures were not given by the agents, that the visits were known to but few, or were forgotten by the public generally. It is then an essential part of the value of the recommendation now made, that the restoration of the agencies, if the wisdom of the legislature shall deem such restoration expedient, be accompanied by an appropriation adequate to the exigency now under consideration.

III. *The influence of Teachers' Institutes.*—The Institute is a powerful agency in the right direction, and within the sphere of its influence is far superior to any that has been employed or suggested. But its influence is limited; and were the session held with reference only to population and the equality of claims, their return to the same towns would be only after intervals of more than twenty years. This agency is majestic and powerful, and performs its proper work well; but it is too slow in its movements to overcome, in a reasonable time, the obstacles that are immediately in our way.

These, then, are the only systematic means of communication with the people on which we can at present rely. We are not, be it always borne in mind, destitute of other important aids. Many friends of education, teachers and others, are active laborers in the field; the press also is a vigorous promoter of intellectual culture; but we have no educational journal which circulates among the people at large. The conclusion, then, is to me irresistible, that the Board of Education need additional and more comprehensive means of communication with the people of the State.

With these statements and comments I come next to consider the second inquiry proposed: *What shall the additional means of communication with the people be?*

The re-establishment of the agencies upon a more liberal foundation, which shall contemplate the services of at least two men during the whole year, is the only means of meeting the want in question, that I am prepared to suggest. The work which the agents are to perform, seems for the present necessary and pressing. Their appointment involves the expenditure of a sum of money; yet if the expenditure be considered in its relations to

the results produced, and not with reference to, or in connection with, other appropriations, the amount will not appear large. But I will not discuss this topic here, as I intend to bestow upon the Finances of the Department a separate consideration.

The Normal Schools are the growth of the last twenty years, and the natural result of a general interest in public education. They are in their true uses and relations, training schools, preparatory schools, or professional schools for teachers. The idea to which they owe their existence does not degrade the vocation, but is calculated to elevate teaching to the highest rank of human pursuits. If the judicious and thorough education of a child is a matter of great importance and considerable difficulty, then the qualifications of an enlightened and skilful teacher are not easily attained, and ought not to be undervalued. Other institutions furnish good teachers; some persons are so by nature, independently of all institutions; but it is not safe to trust the character of four thousand schools, and the destiny of two hundred thousand pupils to good fortune or to chance. The State, therefore, has, with great wisdom, founded four Normal Schools, that ought to educate two hundred teachers annually. This number may seem too small to exert any important influence, should all prove successful in their calling; while some, it must be confessed, are incompetent or ill adapted to the work. The number of these, however, is small, while the effect of a Normal course is, in every case, beneficial. But in all institutions, and especially in every professional school, a certain portion of failures must be assumed in the outset; but whether assumed or not, they are certain to occur. And this observation is equally true when applied to commerce, trade, manufactures, the mechanic arts, and agriculture. The Normal Schools, it is believed, have been as fortunate in this respect as any professional school or shop of trades among us. An occasional failure is the necessary and only valid proof of the necessity of the institution itself. If there were no failures, the absence of difficulties would be proved; and the opponents of the system might with great propriety and without fear of a satisfactory answer, point to the circumstance as evidence that the public might always command the services of competent teachers without the expense at present incurred. But, as far as I am aware, no graduate of these institutions has ever doubted their advan-

tages, or been lukewarm in their support. The system is defensible in theory, and defensible in its results. With a number of failures, comparatively few, there have been many signal successes; while the average quality of the graduates has commended them to the public at salaries much greater than the same persons could have commanded without the training of the Normal School. Nor is it any evidence of their inutility that the teachers of the State, as a class, are much better qualified than they were twenty years ago; indeed some share of this progress is to be put to the credit of the Normal system itself. The system has introduced, and, through the graduates and other means of influence, has disseminated better ideas and methods of teaching. These ideas and methods have been taken up and often improved by teachers of experience and tact, and thus their influence has been even more marked upon the fortunes of the State. Contemporaneously with the Normal Schools, there has sprung up among teachers of every grade a disposition to improve themselves; and hence we have Teachers' Associations, Teachers' Institutes, professional works by eminent educators, and journals devoted to the wants and interests of the profession.

The year now closing has been one of usual prosperity to the Normal Schools, yet not marked by any extraordinary results. Two hundred and thirty-nine pupils have been admitted, and one hundred and seventy-five graduated, against two hundred and sixty-six admitted, and ninety-two graduated in 1855.

The number of pupils in all the schools is three hundred and twenty-two against three hundred and thirty two at the close of the last year. There has been an increase of pupils in all the schools except in that at Salem, and the diminution there is not attributable to any fact or circumstance in the history or condition of the institution; and, moreover, the present number, eighty-three, is reasonable and satisfactory, though not quite equal to the capacity of the accommodations furnished. When the school was opened at Salem, public attention having been for a long time directed to it, a large class was prepared, and fifty-three pupils were actually admitted. The third class was admitted in the autumn of 1855, and at the close of that year the school contained one hundred and twenty-one pupils. But the size of this class was evidently no test of the capacity and disposition of that section of the State to furnish pupils; and it is a gratifying fact, showing

that the school has strengthened itself in the public confidence and estimation, that the present junior class, numbering forty-one,* is the largest ever admitted, with the single exception already specified.

The number of pupils at Framingham, at the close of the last year, was thirty-five; the present number is forty-four. The expectations of the Board of Education, as set forth in the Nineteenth Annual Report, have, in some degree, been realized. A farther and immediate addition to the number of pupils is desirable and probable.

The influence of the adverse circumstances which the Board last year were called to consider, is diminishing. The teachers, then recently appointed, have been tested and found successful. The building is inviting, capacious, and comparatively well furnished. The location is pleasant and healthful, and the pupils may enjoy the benefits of well-cultivated society. Encouraged by these circumstances and advantages there is no reason why this school should not receive its full share of the public confidence and favor.

The schools at Bridgewater and Westfield have passed the uncertain period of their existence, and I have only to note a continuance of their accustomed prosperity.

By a Resolve of 1853, chapter 62, one thousand dollars were appropriated, annually, to each of the "State Normal Schools, to be expended in aid of those members of said schools who find it difficult to meet the expense necessarily incurred by attending the same." Under this Resolve the personal expenses of a portion of the pupils have been materially diminished, and it still offers encouragement to young men and women, who design to engage in teaching, to avail themselves of the privileges thus furnished. Without making any special claim for the Normal School, it is safe to say that the graduate will discharge the duties of a teacher with more self-satisfaction on account of the training there received; and, as a general thing, the same person will find his position as a teacher so much improved, that he can command twenty-five per cent. additional wages, while the public is better served and better satisfied. Nor can any statement be made at the present moment, implying a limit to the demand for good teachers.

* Thirteen of this class had previously been members of the school.

Following this view of the condition, value and power of the Normal Schools, it seems proper to make a statement of their pecuniary wants. The present annual appropriation, available for general purposes, is thirteen thousand dollars; or, if divided equally, three thousand two hundred and fifty dollars for each school. The Treasurer's report will show how this appropriation has been expended, and it will show, also, in connection with the statements now respectfully submitted, that the amount is not quite sufficient to meet the existing, pressing necessities of the schools. The salaries paid to the teachers are in one sense inadequate; that is to say, they are not equal to the salaries paid to teachers, elsewhere, of corresponding experience and qualifications. To be sure the positions are desirable to the persons who occupy them and the duties attractive; and I am not disposed to believe that they will be abandoned from pecuniary considerations merely; but it is to be borne in mind that other positions equally desirable are frequently presented. Mr. Wells was taken from Westfield by the city of Chicago, at a salary of two thousand dollars a year; and the principal of another Normal School has declined an invitation with an annual salary of two thousand and five hundred dollars. The place of first assistant at Bridgewater, made vacant by the resignation of Mr. Hewett, who accepted an appointment tendered by the city of Worcester, is not filled, because the salary of seven hundred dollars is deemed inadequate. A former pupil of the school has taken the place of second assistant at Bridgewater, having resigned a salary of eight hundred dollars, with some expectation that the Board will, whenever their means permit, raise his present salary from four to six hundred dollars per annum.

The salaries are so low at Bridgewater, where male teachers only are employed, that the visitors are unable to select the best pupil of a graduating class as an assistant in the school, when pecuniary considerations alone have weight. The continuance of this state of things is calculated to degrade the school in the estimation of the pupils and in the estimation of the public. It is not my purpose to examine in detail the wants of the other schools; they are all laboring under similar, though perhaps not equal difficulties.

It may be well, however, to consider in this connection a great financial fact which bears upon our school system as a whole, and

indicates the necessity for continually increasing appropriations by the towns, and by the State, if we are annually to furnish the same means of education to the same number of pupils. As is well known, the products of the mines of Mexico and South America, in the sixteenth and seventeenth centuries, enhanced the prices of property over the whole commercial world, and those advanced prices have ever since been maintained. In 1848 there may have been fifteen hundred millions of dollars of specie in the world, and since that time the additions from California and Australia must have been at least seven hundred and fifty millions more. These additions have affected the nominal value of most kinds of property, and while the cause continues corresponding effects will be observed. A given sum of money will not now purchase the same means of education that it would have purchased ten years ago; and ten years hence its convertible value will be even less. Without going into any inquiry concerning the ultimate effect of this change upon the financial and productive prosperity of the country and the world, it is quite plain that appropriations for schools must bear some just relation to the increased value of lands and rents, and the increased cost of living.

The Massachusetts School Fund, and the financial condition of the educational department, deserve consideration. By a statute of 1834, chapter 169, it was provided that from and after the first day of January, 1835, all moneys in the treasury derived from the sale of lands in the State of Maine, and from the claim of the State on the government of the United States for military services, and not otherwise appropriated, together with fifty percentum of all moneys thereafter to be received from the sale of lands in Maine, should be appropriated to constitute a permanent fund for the aid and encouragement of common schools; it being provided that said fund should never exceed one million of dollars. It was also declared that the income only of said fund should be appropriated to the aid and encouragement of common schools.

The statute of 1851, chapter 112, allowed the fund to accumulate until it should amount to a million and five hundred thousand dollars; and by a statute of 1854, chapter 300, the intention of the legislature of 1851 was actually consummated by a grant of authority to the treasurer of the Commonwealth to transfer to the School Fund such a number of shares held by the Commonwealth in the Western Railroad Corporation, as would, at the rate

of one hundred dollars a share, increase the principal of said fund to the amount of one million and five hundred thousand dollars.

But the statute of 1854 made an important change in the disposition of the income of the fund. By a previous law (statute 1846, chapter 219,) the entire annual income of the fund was distributed among the cities and towns for the direct "aid and encouragement of common schools," while the appropriations for general educational purposes were made a charge upon the moiety of the proceeds of the sales of the public lands, and in case that resource in any year proved insufficient, the deficiency was to be met by a payment from the school fund already invested. The Acts of 1834 and 1846 contemplated the establishment of a fund of a million of dollars, the entire income of which should be distributed among the towns and cities in aid of their schools. The law of 1854 made a change in this respect, though it looked to the accomplishment, ultimately, of the same result. By the last named Act, *one-half* of the income of the fund was to be apportioned and distributed for the use and support of common schools, in the manner then provided by law for the apportionment and distribution of the *whole* income of the fund; and all appropriations for general educational purposes, unless otherwise specially provided for by law, were to be chargeable to and paid from the other half of the annual income of said fund. And in case this half of the annual income should in any year exceed the sums drawn from the treasury for general educational purposes in such year, the surplus was to be carried to the account of the principal of said fund, and added thereto, until said principal should amount to the sum of two millions of dollars.

The maximum amount of the school fund, two millions of dollars, only furnishes the means of aiding and encouraging the common schools contemplated by the law of 1834, which limited the fund itself to one million of dollars.

The sum now distributed is equal to about twenty cents for each person between the ages of five and fifteen years, and it is not likely ever to be greater, as the population of the State will increase at a ratio corresponding with the accumulation of the fund.

On the first day of June, 1856, the principal of the fund was $1,627,467.28, and the income for the preceding year was $90,566.30.

If it be assumed that the income for the current year will

amount to $92,000, then there will be set aside for general educational expenses, and for the increase of the principal of the fund, the sum of $46,000 00

The appropriations and expenditures chargeable to this account under existing laws, are as follows, viz.:

For the support of the four State Normal Schools, Res. 1855, chap. 48, § 3,	$13,000	00
To the New England School of Design for Women, Res. 1856, chap. 90,	1,000	00
To the Massachusetts Teachers' Association, Res. 1853, chap. 9,	300	00
To the Secretary of the Board of Education for publishing pamphlets, Res. 1851, chap. 92,	200	00
For Dictionaries to the Schools, (estimated,) Res. 1850, chap. 99, § 1,	150	00
For the support of Teachers' Institutes, stat. 1846, chap. 99, Res. 1850, chap. 65, Res. 1852, chap. 2,	4,250	00
For the support of the State Scholarships, stat. 1853, chap. 193,	3,600	00
Expenses of the Board of Education, stat. 1838, chap. 55, (estimated,)	150	00
Salary of the Secretary of the Board of Education, stat. 1849, chap. 215, stat. 1853, chap. 49,	2,000	00
Expenses of the Secretary of the Board of Education (estimated,) stat. 1849, chap. 215, § 3,	300	00
Aid to attendants in State Normal Schools, Res. 1853, chap. 62,	4,000	00
Aid to the Female Medical Education Society, Res. 1854, chap. 85,	1,000	00
Aid to the Female Medical Education Society, Res. 1855, chap. 45,	2,500	00
Salary of the assistant librarian and clerk of the Secretary of the Board of Education, stat. 1850, chap. 83, stat. 1854, chap. 97,	1,300	00

To the Secretary of the Board of Education for the purchase of rare and valuable works, stat. 1849, chap. 215, .	$50 00	
To County Associations of Teachers, .	700 00	
Printing, advertising and incidental expenses, ...	3,000 00	
		$37,500 00

Leaving a remainder of $8,500 to be carried to the capital of the school fund. But in this statement no provision is made for the annual payment of twelve hundred dollars additional, that will be due on account of State Scholarships, in 1858; or for the Normal training of the graduates of the colleges as stipulated in the Act of 1853, chap. 193; or for the re-establishment of the agencies; or for more ample provision for the permanent support of the Normal Schools; or for an occasional charge on account of libraries, apparatus, or buildings provided for the benefit of these institutions. In any view of the case, the surplus to be annually carried to the principal of the fund cannot exceed ten thousand, and may fall below five thousand dollars. And, indeed, unless the legislature shall decline all applications for money, to be drawn from the school fund, by institutions that are private in their foundation, though they may be public in their uses, the time is far distant when the fund will amount to two millions of dollars, and when there shall be the income of one million of dollars to be distributed among the cities and towns for the "aid and encouragement of common schools," as contemplated by the statute of 1834.

The school fund was not established for the support of the schools, but for their "aid and encouragement," hence it would not be wise, did the means exist, to distribute a sum so large as to relieve the towns in any considerable degree. In fact the existence of the fund has added to the appropriations voluntarily made by the people. Each town, through its committee, is required to make a detailed report of the condition of its schools, and also to furnish the information on which the tables, annually prepared in the office of the Board of Education, are based. If the information is withheld the town loses its share of the income of the school fund. These tables, and the extracts from the reports of the committees, present results that are of incalculable value to the cause of education. Each town is made acquainted

with the systems of other towns, and with its own relative standing in the Commonwealth. Its appropriations, according to population and property, are carefully considered, and a known low position is often a reason for greater liberality. As a result, we are able to obtain each year a large quantity of statistical information, having the essential requisites of accuracy and completeness, which is valuable in itself, but yet more valuable from its stimulating influence upon the people as members of the various municipalities. It may also be stated with propriety that the statistics have been improving in accuracy and completeness since 1837, when, confessedly, they were somewhat defective in these respects.

In this connection I present the following statistics:—

Number of dictionaries furnished to the public schools at the expense of the Commonwealth, during the year ending December 31, 1856, according to the Resolves of May 2, 1850: Webster's, 16 copies; Worcester's, 1; cost $66.

The whole number of copies furnished since the Resolves took effect is, Webster's Dictionary, 3,214; Worcester's Dictionary, 113; and the total expense to the Commonwealth, to January 1, 1857, is $13,082.

Summary of Statistics relating to the Public Schools of the Commonwealth for the school year 1855–6.

Number of towns in the Commonwealth,	331
Number of towns that have made returns,	330
Number of towns that made no returns, (Southwick,)	1
Number of Public Schools in the State,	4,300
Increase of Public Schools for the year,	85
Number of persons in the State between five and fifteen years of age,	222,853
Increase of persons between five and fifteen years of age,	8,919
Number of scholars, of all ages, in all the Public Schools, in summer,	198,746
Increase for the year, of attendance in summer,	8,749
Number of scholars, of all ages, in all the Public Schools, in winter,	209,036

Increase for the year, of attendance in winter, . .	6,327
Average attendance in all the Public Schools, in summer, ...	151,621
Increase for the year, ...	7,648
Average attendance in all the Public Schools, in winter, ...	162,580
Increase for the year, ...	4,923
Ratio of the mean average attendance upon the Public Schools, to the whole number of children between five and fifteen, expressed in decimals, .	.70
Number of children under five attending Public Schools, ...	14,969
Decrease for the year, ...	632
Number of persons over fifteen attending Public Schools, ...	21,612
Decrease for the year, ...	265
Number of teachers in summer—males, 381; females, 4,379; total, ...	4,760
Increase of male teachers, in summer, 6; females, 117; total, ...	123
Number of teachers in winter—males, 1,688; females, 3,223; total, ...	4,911
Decrease of male teachers, in winter, . . .	51
Increase of female teachers, in winter, . . .	152
Number of different persons employed as teachers in the Public Schools, during the year—males, 1,768; females, 5,385; total, ...	7,153
Increase for the year, ...	19
Average length of Public Schools, seven months and sixteen days.	
Average wages of male teachers per month, including board, ...	$43 05
Average wages of female teachers per month, including board, ...	18 52
Amount of money raised by taxes for the support of Public Schools, including only the wages of teachers, board, fuel and care of fires, . . .	1,213,953 55
Increase for the year, ...	76,545 79
Income of surplus revenue and of similar funds appropriated only for Public Schools, . . .	8,643 65

Amount of voluntary contributions of board, fuel and money, to maintain or prolong Public Schools, .	$38,529 07
Income of local funds appropriated for schools, .	40,044 55
Amount received by the towns and cities as their share of the income of the State School Fund, . .	46,808 54
Amount paid by the towns and cities for superintendence of the Public Schools, ...	36,370 10
Aggregate returned as expended on Public Schools alone, for wages, fuel, care of fires, and superintendence, ...	1,344,304 91
Amount raised by taxes, (including income of surplus revenue,) for the education of each child in the State between five and fifteen years of age, per child, ...	$5 48.6
Percentage of the valuation of 1850, appropriated for Public Schools, ...	$.002–04
The law requires each town and city to raise by tax at least $1.50 per child, between five and fifteen, as a condition of receiving a share of the income of the State School Fund.	
All the towns and cities that have made returns, except one, have raised $1.50, or more for each child between five and fifteen.	
Number of towns that have raised the sum of $3 or more, per child, between five and fifteen, . .	263
Increase for the year, ...	19
Number of Incorporated Academies returned, . .	70
Average number of Scholars, ...	4,708
Aggregate paid for tuition, ...	$83,763 66
Number of Private Schools and Academies, . .	701
Estimated average attendance on private schools, .	18,909
Estimated amount paid for tuition in private schools,	$295,610 62
Amount expended in erecting or repairing school-houses, or providing school-rooms for public schools in 1855, ...	588,213 55
Amount annually expended to promote popular education in Massachusetts, including the annual expenditure for erecting and repairing school-houses, the annual expense of the Normal Schools, Teachers' Institutes, Board of Education and its Secre-	

taries and Agents, &c., and exclusive of the cost of school books, and of instruction in collegiate, professional and charitable institutions, . . $2,346,309 96

Including the estimated cost of school books in public and private schools, the interest of money invested in school edifices at their present cash valuation, and not including the cost of instruction in colleges, professional schools, and reformatory institutions, the sum expended for popular education in Massachusetts, amounts annually to more than $12 for every person in the State between five and fifteen years of age.

Three important topics for special consideration yet remain, namely: *School-houses*, *School Districts*, and *Prudential Committees*.

It will not be just to infer, from what has been said in regard to the progress of the last twenty years, that the school-houses of the State are, in every locality, what they ought to be; for I have seen, within twelve months, many structures which answer to Mr. Mann's description, without any qualification or abatement.

Moreover, the reports of many committees, for the year 1855–6, contain extensive and equally valuable information upon this point. Commending the progress that has been made, we must still deplore the evil that remains, and provide, if possible, for its removal. It may, indeed, seem from the statistics presented, that the evil is already so limited, as to render renewed consideration unnecessary. The school-houses of the State have an average value of twelve hundred dollars, and many modern houses, of approved structure, have been erected in the country towns at sums ranging from one to two thousand dollars each; but in this connection we must notice the extremes. In the villages, large towns, and cities, and even in places of limited population and wealth, where the feeling in favor of education is both a principle and an enthusiasm, houses have been erected which cost from five to twenty-five thousand dollars each. On the other hand, there are school-houses whose actual, convertible value in the market does not exceed one hundred dollars, and many more that are worth only from one to five hundred dollars. Of course, the liberality and public spirit of portions of the State, by which the

aggregate and average value of the school-houses has been augmented, are not to furnish an excuse for those towns and sections where the subject has been neglected for twenty years. It is not, however, necessary to expend a large sum of money upon a school-house in the country, where usually but one, or at most two departments or schools, assemble under the same roof; but the building and rooms should be, when judged by the best ideas that prevail, perfectly adapted to the object in view. A school-house should be convenient, comfortable, and healthful. It must, therefore, be capacious according to the number of scholars that are to assemble in it; and proper provision should be made for heat and ventilation. It should be furnished with blackboards, maps, charts, and globes; and in the more advanced schools some provision should be made for standard works of reference, and also for a collection of the minerals common to this section of the country. And there is likewise much opportunity and much necessity for the exercise of taste in the erection of a school-house and the arrangement of the buildings and play-grounds. All this may be accomplished without great hardship to the people, when the wealth and prosperity of Massachusetts are considered; and the question naturally arises, why has not this been accomplished already? why does any thing now remain to be done? Many facts and views might be presented, each of which would furnish somewhat of an answer to these questions; but the essential difficulty is, that in the larger part of the State, by far, the burden of the school-houses is upon the districts, when it ought to be upon the towns and cities. Is there any reason why a town should raise money for the support of a teacher and to defray the incidental expenses of a school, and yet not furnish a room or house in which the teacher may do his work? Or is there any reason why a district should be required to erect and maintain its school-house, and not be required to support the teacher and the school? If the town is compelled to pay the wages of the teacher, because education is a public matter, should it not also be compelled to furnish a house and apparatus, these being equally essential to the prosperity of the system? And if, upon the same view, teachers are supported by towns as such, because some districts are wealthy and others comparatively poor, will not the same disparity of means justly transfer the support of the houses from the latter to the former? Indeed, as far as the duty of the towns to do any thing in their corporate capacity

for the support of schools, depends upon justice, reason, or a wise policy, and not upon custom merely, is not the obligation comprehensive, including every expense necessary and incidental to the establishment and maintenance of a good school?

These views having been often and ably presented to the people, and much discussed every where in connection with the entire abolition of the district system, it seemed to me desirable to ascertain the public opinion, as it might be gathered from the existing facts; and with that purpose the following circular was sent to the several school committees in the State:—

"*Office of the Secretary of the Board of Education,*
Boston, June 25th, 1856.

To the School Committee.

The subject of abolishing the School District system in the cities and towns of the State, has been under consideration many years by the Board of Education, School Committees, and the public generally. It is desirable to ascertain by actual facts the progress of this movement; and with this view, you are respectfully requested to answer the following questions:—

1. Is your Town divided into School Districts?
2. If so, are the School-houses owned by the Town, or by the Districts?
3. Do the Prudential Committees select and contract with the Teachers?
4. If you have not the District System, when was it abolished?
5. If at any time abolished, has it been subsequently restored?
6. If restored, what were the circumstances?

Answers to the following questions are also solicited:—

1. Have you a High School?
2. If so, when was it established?
3. Are the Latin and Greek Languages taught?
4. What Salary does the Principal receive?

If you will give attention to this communication you will benefit the cause of education, and confer a favor upon

Your obedient servant,

GEO. S. BOUTWELL,
Secretary of the Board of Education."

Replies to the second question were received from two hundred and twenty-nine towns only, but as they are from every county,

they furnish a safe basis on which to proceed. Fifty-seven of these towns own and keep in repair the school-houses, although in some of them the district system still exists; but in one hundred and seventy two towns, or three-fourths of the whole, the expense and responsibility are still upon the districts. Upon any theory which may be assumed, the progress in the right direction has been slow, and there is but little hope of a voluntary change as rapid as the circumstances demand.

Towns are already authorized to assume the school-houses, and thereafter to provide for their support; but this provision of law has not as yet been productive of much good; and, moreover, there are practical difficulties of detail, in the way of its execution. Under these circumstances, it may seem to the legislature expedient to pass a law, requiring each town, within the period of five years, to assume the expense of the school-houses within its limits. This may be done without interfering in the least with the continued existence of the districts, which, to an extent not generally appreciated, are jealous of any invasion, and averse to any surrender, of their rights. Upon the statement, abundantly supported by the facts, that the school-houses are, generally speaking, inferior when maintained by the districts, I proceed to name some of the causes which give rise to this inferiority, and also some of the advantages to be derived from a change.

I. Many districts have only a scanty population, a small number of pupils, and a limited amount of property liable to taxation. Under such circumstances it is not easy to induce a majority of the people to vote the necessary authority, though as citizens of the town they might readily grant the power, to be exercised in their own behalf, and in behalf of others similarly situated.

II. In many districts, the number of pupils is too small to constitute a good school. This evil was fully discussed by Dr. Sears, in the Sixteenth Annual Report of the Secretary of the Board of Education. The evil, however, continues, without much alteration for the better; nor is there great hope of improvement while the present system remains. A district, however small it may be, is anxious to preserve its existence, and especially unwilling to be united with, or merged in a larger one. As the district provides its own house, the town is comparatively without

interest in the matter, and therefore is slow to exercise its power. Hence the district for generations is allowed to continue a small school, comparatively valueless under the most favorable circumstances, in charge, probably, of a cheap, and necessarily incompetent teacher, in a house entirely unfit for the custody, to say nothing of the education of children. Now transfer the support of the school-houses to the town, and at once a general interest takes the place of local custom or prejúdice, and small schools are abolished as far as is consistent with the public convenience, and the erection of one suitable house is likely to be followed by a successful, because just, demand for equal accommodations for all.

III. The irregularities which have taken place in the corporate proceedings of many school districts, furnish occasion for dissensions, divisions and law suits, whenever an attempt is made to impose taxes against the judgment of a resisting minority. This evil is inherent in the district system, but it will cease to be prejudicial if the erection of the school-houses should be transferred to the towns.

IV. Under the district system, the tax for school-houses is not imposed with reference to property or to numbers. A small and poor district may be called upon to contribute, according to wealth or numbers, double or treble the assessment that would be laid upon a wealthy and populous district, for the same purpose. As education is a public matter, and as there is less disparity between property and population, when the several towns are compared with each other, than when the respective school districts are compared with each other, the tax for the support of schools is more equally borne when assessed upon the towns than when assessed upon the districts. This is as true of the tax for school-houses as for the payment of teachers.

V. Towns are likely to expend such sums of money as are required for the erection of suitable school-houses, the cost being subsidiary to the main object in view; while districts will be tempted to make appropriations according to the ideas they have of their own wealth or poverty.

VI. When the houses are erected by the towns, a better judgment will be secured in the plans, and more wisdom in the execution. This is but the statement that the whole is greater than a part; for a town may not only select its building committee from any one district, which is the extent of the power of that district, but it may select its committee from the whole town, which the district cannot do. And a limited acquaintance with school-houses erected recently, shows that in many cases a better knowledge of the experience of others would have led to different and more desirable results.

With this brief statement of reasons, I am prepared to express the opinion that some provision may be wisely made, by which the towns and cities will be required, within a reasonable time, to assume the support of the school-houses within their respective limits.

Answers to the first question contained in the foregoing circular, were received from two hundred and thirty-six cities and towns, and of these one hundred and ninety-seven are divided into districts, and thirty-nine are not so divided.

In two hundred and thirty towns that have answered the third question, the superintending committees employ the teachers in fifty, while in one hundred and eighty towns they are employed by the prudential committees. Replies to the fourth, fifth and sixth questions, from two hundred and thirty-six towns, show that the district system has been abolished in seventeen since 1850, but has been restored in four of them, so that there has been a net gain of thirteen towns, equal to eighteen for the whole State.

From these returns a series of natural inferences are to be deduced. First, that the district system, with its agency of prudential committees, still exists in much the larger part of the State. Second, that but little progress has been made toward its abolition in the last six years, indicating a strong attachment to it on the part of the people. Third, the returns themselves show that this progress has been limited to new towns incorporated, and to other towns which have a dense population, while the agricultural and sparsely settled sections of the State remain very much as they were six years ago. Fourth, assuming the district system, in its present form, to be an educational evil, and taking the experience of these six years as evidence of what may be accomplished here-

after, we cannot expect its entire abolition within the present century.

Under these circumstances, what is to be done? If it may be assumed as a preparation for what is yet to be said on this topic, that the towns are hereafter to be charged with the support of the school-houses, and thus one of the leading objections to the district system removed, it does not seem to me to be beyond the wisdom of the legislature to place what will remain of that system upon a basis where it will promote rather than retard the cause of education in the State. And in furtherance of this object I beg leave, with a good deal of diffidence, to submit the following suggestions. Where the district system exists, each district might be required to appoint a prudential committee of three persons, one to be chosen annually, after the first election, and each to hold office for three years. It should be, as now, the duty of the prudential committee to select a candidate for teacher, and present the person so selected to the superintending committee for examination and approval. They might also be required to visit the school at its commencement, and once in every four weeks thereafter, and at the close of the term to make a detailed, written report of the condition of the school to the superintending committee of the town. The existing powers of superintending committees should be reserved to them, unless indeed they were so far relieved as to be required to make two visits only during the term of a school, except in obedience to a special summons for that purpose. And as any law may be disregarded or neglected, the municipal authorities, where the district system exists, might be required to apportion the income of the school fund, in such a manner that any defaulting district would be deprived of its share. Thus the districts would be placed in the relation to the towns, that the towns themselves sustain to the State. There are, no doubt, objections to these propositions, but they may also present signal advantages. If they seem, at first view, to complicate our educational system, it is answered, that, if the stand-point be selected in the school district itself, it is easy to see how, practically, the proposed changes will harmonize with the existing order of things, and may even prepare the way for farther improvements.

The first objection to such a committee cannot be in the difficulty of its election, but it must be to the committee itself, as

lacking fitness for the duties to be performed. This objection is not entirely destitute of foundation, and as far as it is real it furnishes an argument in favor of the proposed change. There is nothing in the school system beyond the comprehension of ordinary minds, and the features of a good school, as contrasted with the peculiarities of a poor one, may be seen and appreciated by persons who are not qualified to conduct the examination of teachers. But as a matter of fact there are usually some persons in every body of twenty-five to fifty citizens, who are qualified for the duties of the superintending committee; and if there are none such, then the schools themselves are not doing the work reasonably to be expected of them. But the number of these persons, whether few or many at the present moment, would increase, whenever their services were likely to be required. If a town, for example, should assume that there was no person in it qualified to be a representative in the legislature, and therefore, for a series of years should decline to make an election, most likely the theory, though false in the beginning, would prove true in the end. And when it had become true, how could the town so well secure a qualified representative as to elect the most suitable person, and let him qualify himself by experience. For though official life should always have a basis of judicious preliminary training, we know that experience will ultimately render innoxious very serious defects. If then each district should be required to elect such a committee, a motive and necessity for self-culture would be at once presented, and in a few years, certainly when a new generation had passed through the public schools, the want would be supplied. And further, the schools of Massachusetts, especially in the sparsely populated sections of the State, need the influence which this sort of education is calculated to give. There is not, it may with truth be said, the local knowledge and interest, in all places, which are necessary to the prosperity of the schools. This ignorance is often inert, but sometimes it is arrayed against the reforms that seem wise to those who are familiar with education under other circumstances; but it is, I believe, the universal experience of the State, that the election of a hostile or an indifferent person as a member of the superintending committee, produces a change of opinion and an increase of interest. The same will happen when the districts, to some extent, have the character of their schools in their own keeping. In the next place, something will be gained by a

more judicious and intelligent selection of teachers. Where the district system prevails, the prudential committee is chosen for a single year, and rotation rather than qualification, is often the law of the election. Under such circumstances the prudential committee is neither careful nor able to make a wise selection, and the superintending committee are compelled to approve a person of inferior or unknown moral and mental qualities, or else postpone the school without having any real expectation that a better teacher will be secured. But with a prudential committee of three, there will always be two members of experience, and the chance is very great that there will be the ability and the disposition to secure a good teacher. The employment of a teacher will be a subject of consultation; the claims of different candidates will be canvassed; the opinion of the superintending committee, of teachers who may have previously taught in the town, is likely to be known; favoritism will not succeed in a competition with merit; and finally, as a necessary result, the number of incompetent teachers in the public schools will annually diminish.

And it is also to be observed that this change will create and foster a local and personal interest in the districts, in addition to the special interest of the towns, and the general interest of the State. This local and personal interest is the most valuable in itself, the most needed, and the most difficult to be secured. Now whatever the interest of the State and the towns may be, it is possible for the districts to contribute something in addition; and it is daily seen that institutions are powerful and valuable for the promotion of the objects they have in view, just in proportion to the confidence and support which they receive from those who are specially interested. So it is and ever will be with our schools; they represent the average public sentiment of the towns and districts in which they are located, and it will never be possible to maintain them permanently in a higher position. In all this discussion I have spoken of the country, and not of the cities; of the scattered populations, and not of the centres of industry and trade; for, as a general thing, the district system is not found in the large towns. And it is to be borne in mind that I have not been considering whether the district system should exist or be abolished; the facts before me lead to the conclusion that it is to exist for a long time in spite of all discussion; and therefore, I choose to ascertain, if possible, the means by which its evil influences can

be diminished, and its power for good increased. At present, not much can be said in favor of the district system. Contrary to a salutary principle of good government, it is an organization of great power, and of little responsibility.

The effect of the proposed changes will be to diminish power, and increase responsibility, so that power and responsibility will bear a more just relation to each other.

The answers to the aforementioned circular contain information concerning the High Schools of the State that may possess some general interest. Assuming that a population of three thousand will give five hundred families to a town, there are ninety towns in the State that are legally bound to support a High School. Of these, fifty-six are known to have complied with the law; from fourteen no returns were received; and in the remaining twenty towns such schools have not yet been established. It is proper, however, to observe that the census of 1855 is the basis of this statement, and that the necessary steps will soon be taken in many towns for the establishment of High Schools. But there are already, according to the returns received, eighty High Schools, twenty-four being in towns having a population each, of less than three thousand inhabitants. In seventy of these schools the Greek and Latin languages are taught, and the salaries paid to the eighty masters average nine hundred and seventy-eight dollars, the lowest average in any county being six hundred dollars, and the highest two thousand one hundred and seventy-five dollars. Forty-two of these schools have been established since the commencement of the present decennial period, and not more than ten are known to have been in existence in 1837. Of the whole number fifteen are in towns having less than twenty-five hundred inhabitants each, and in these instances there is no legal obligation to support a High School. There are in all one hundred and twenty-one towns having each a population exceeding two thousand and five hundred, and most of them, no doubt, contain five hundred families, and a large addition to the number of High Schools may therefore be expected in the next five years.

I have thus dwelt at much length upon the educational system of Massachusetts in its relations to the past, and with some reference also to the future; while I have purposely avoided the practical business of the teacher and the school. One topic more seemed

to present itself for discussion in this cursory review of the educational history of Massachusetts for twenty years: *The influence of a system of public instruction upon the morality of a people;* but neither the proper limits of a Report, nor the materials at hand, permit the investigation which the subject requires. I can not, however, doubt the benign influence of our system of public instruction upon the morality and virtue of the people. With the increase of knowledge there is an increase of wealth, and as wealth increases the temptations to crime are multiplied; but there is no evidence to show that ignorance is better protected than learning against the allurements of an excitable and prosperous era in human affairs.

But whatever may be the truth in this matter of general concernment, the public schools should strive to make the ways of virtue pleasant to their pupils, and, observing the injunction of the constitution, inculcate the principles of humanity and general benevolence, public and private charity, industry and frugality, honesty and punctuality in their dealings; sincerity, good humor, and all social affections and generous sentiments among the people. And if these results with any good degree of success shall be attained, a foundation will have been laid on which the Christian character of a free people may be wisely, and safely, and confidently built.

GEO. S. BOUTWELL,
Secretary of the Board of Education.

Boston, December 31, 1856.

Note.—I take the liberty to commend the "Abstracts" to the friends of education. They bear marks of thought, wisdom, and a sincere interest in the public schools; and though in the selection I have been compelled to omit much valuable matter, the attentive reader will be well compensated for the labor that he may devote to the opinions of the Committees and Superintendents, as herewith presented. G. S. B.

ABSTRACT

OF THE

SCHOOL COMMITTEES' REPORTS.

ATTENDANCE.

SUFFOLK COUNTY.

BOSTON.

Truant Officers.—Under this head I propose to state the main features of the plan which has been adopted in this city for several years past, for securing such general attendance at school as the foregoing statements represent.

The territorial limits of the city are divided into three Districts, and a "Truant Officer," so called, is appointed for each District. He is required to spend his whole time during school hours in traversing streets, lanes, alleys and other places in search of absentees from school. These are of several different classes. One class is composed of the children whose parents have recently moved into the city, and who, being more or less indifferent to the education of their children, have neglected to find places for them at school. Whenever the truant officer finds any of these children idle in the streets of his District, he makes such inquiries of them as may be neccessary to ascertain their condition. If he deems it expedient he accompanies them to their places of residence, and by conversing with their parents in kind and respectful terms, he generally succeeds in persuading them to send their children to school, without any show of his authority, which should always be kept out of sight until other means have failed, and then be exercised as a last resort.

Another class of absentees stay away from school for want of shoes or such clothes as will enable them to make a decent appearance among the pupils at school. By patient efforts on the part of the truant officer, he can generally obtain, from various sources, such new or second-

hand articles of wearing apparel as will keep this class of pupils respectably clad, and thus enable them to continue in school.

A third class of absentees is composed of children whose parents are so unfortunate, or idle, or vicious, as to require them to stay away from school for the purpose of gathering fragments of fuel and of food for the family at home. The officer can do much in his District to diminish the number of this class of absentees, but in cases of extreme poverty the absence cannot be prevented, for necessity knows no law.

The fourth and last class, embraces the idle and dissolute runaways from school, who not unfrequently absent themselves against the wishes and commands of their parents. Even such children the officer tries to win back to habits of attendance and good conduct, and is often successful. But when other means fail, he complains of the offender, who is arraigned according to law, and if found guilty is sentenced to some reformatory institution for a period varying from one to two years, where he will be instructed in the common school studies, and also taught to labor at some trade. In some cases the child is sentenced to the State Reform School during his minority, not so much to punish him as to save him from apparent ruin, and to give him an opportunity of growing up under good influences, and of becoming a good member of society.

During the year the three truant officers have investigated about three thousand instances of absenteeism. It must not be inferred, however, from this statement, that three thousand different children have required attention from a truant officer. Probably one thousand children, or even less, have occasioned this number of visits, as an officer has sometimes been obliged to call on the same individual six or eight, or even ten times during the year to keep him in school. About one-third of the one thousand absentees do not deserve to be blamed for not being in school, while the remainder are more or less censurable for their absence.

The truant officers have, in the course of the year, complained of one hundred and twelve children as idle and dissolute, and about one hundred of them have been committed to various reformatory institutions, where they will receive proper instruction and discipline, and enjoy the means of reformation.

Average Attendance of Pupils at the Schools.—Having already shown that nearly all the children of a school-going age in the city are connected with some school for the greater portion of the year, the inquiry will very naturally arise, whether this connection is not rather nominal than real, and whether, after all, they are not absent from school a large portion of the time while their names are registered in the schools and reported in the returns.

In some places, especially in the larger cities in this country, the number of pupils registered in the schools is so much greater than the average attendance, that the registered lists of scholars are much less valuable, in the results to be inferred from them, than they otherwise would be.

For the school year ending the first of September, 1855, the average attendance at each of the three grades of schools in this city was as follows : —

Grades.	Boys.	Girls.	Total.	Av. At.	Per ct. At.
8 High Schools,	353	142	495	472	95
18 Grammar Schools,	5,301	5,328	10,629	9,435	88
202 Primary Schools,	6,604	5,701	12,405	10,013	81

The pupils in the highest grade are generally between twelve and eighteen years of age. Coming from all parts of the city to buildings situated near the centre, they are obliged to travel about one mile, as an average distance, to reach their respective schools. Yet most of the scholars have been so regular and so punctual, as to secure the commendation of their instructors and of the School Committee, while a few have been frequently absent for very unsatisfactory reasons, and thus perhaps one-tenth part of the scholars have caused nearly all the unneccessary absence.

Children may be admitted into the Grammar Schools at seven years of age, though but few enter until they are eight or more, and but few remain after they are fifteen, as they may, if qualified, enter the higher grade of schools at an earlier age. The average distance which the scholars are required to walk to these schools will not exceed one-fourth of a mile ; and indeed those who live most remote do not have more than a fifteen minutes' walk. In these schools, also, the large majority of pupils are regular and punctual in their attendance, and the greater part of the unneccessary absences is chargeable to a comparatively small number, whose bad habits of irregularity are not only injuring themselves, but are retarding the progress of all the classes with which they happen to be connected.

The ages of the children in the Primary Schools range from four years to about eight. The distances which they are required to walk are generally very short, rarely occupying more than ten minutes. The remarks just made in regard to the attendance and absence of the pupils in the Grammar Schools apply equally well to the scholars in the Primary Schools. In almost every school there are a few who cause a large share of all the absences. But when the majority of the children in any school are irregular and tardy in their attendance, the teacher is generally in fault. Several instances occur every year, in which a teacher resigns, leaving a school in the habit of punctual and regular

attendance. A successor is employed, and in a month or two these good habits are almost entirely broken up, and a tardy and irregular attendance characterizes the school.

The reverse of this, also, often takes place. A faithful teacher has labored for several years in a particular school, and has complained and fretted a great deal about the general tardiness and irregular attendance of her pupils. She really believes, and perhaps has led her Committee to believe that the parents in the vicinity of her school are unusually remiss in sending their children. But in the course of events this teacher voluntarily withdraws from the public service, with the respect of the Committee, who sincerely regret her leaving. A young woman of little or no experience in school-keeping takes her place, and complaints of the indifference of the parents and the children in regard to school attendance are no longer heard in the school-room. The spirit of the teacher's character is gradually infused into the children. Tardiness and absence begin to diminish, and before three months have elapsed the new teacher has introduced habits of early and habitual attendance in the place of tardiness and irregularity. So many instances, more or less like one or the other of these cases, occur in a single year of our school history, that no one who is acquainted with the facts can doubt that teachers who are well qualified—and the power of exercising a controlling and a winning influence over children, is an essential qualification—can generally secure a prompt and regular attendance, if they will strive continually to obtain it.

It may indeed be necessary for the best of teachers to report a few absentees to the truant officer, for the purpose of gathering in some stragglers. But as a general rule, those teachers who call most frequently on the truant officers, are not keeping the best schools. Those who are doing the most good to their pupils, and whose services are most highly prized by the Committee and the community, call upon outside influences for sustaining and improving their schools much less than some others whose schools never rise into the highest rank though they may be situated in the best neighborhoods, The condition of each Primary School is a very fair gauge for measuring the tact and talent of the teacher for this particular employment.

In the schools for the older pupils, much depends upon the master, whose influence should be felt throughout the school. If he is a man of energy and dicision of character, he will imperceptibly impart these qualities in some degree to the pupils in his school, and they will have force of character enough to attend school and to do a good day's work, both the day before and the day after a holiday. Though some military parade or other exhibition may occasionally divert their minds from their tasks, they are taught to bring them back by the force of

their own wills, for they are made to understand that the power to grasp and comprehend trains of thought cannot be acquired by irresolute and fitful application to study.

Superintendent.—NATHAN BISHOP.

CHELSEA.

Your Committee would respectfully request parents to be exceedingly particular in sending notes of absence, or permission of absence, for their children. We know that absence is sometimes indispensable; but we are convinced that if cases of absence were limited by that one qualification, they would be much fewer than at present. Parents are probably unaware of the number of times a year the repeated absences of their children amount to. They are also unaware of the combined effect of numerous cases of absence from school. This evil of repeated and numerous absences, though somewhat diminished, is still excessive and afflicting. It is afflicting in a way that parents little consider. The teacher and the Committee are presumed to have, as they should have, the good of each child in view; but the repeated absence of a child from school not merely deranges, to a certain degree, the class of which he is a member, but specially interferes with his own progress in study and habits of application. The evil here is enormous. And when the occasion arrives, as it always will, when the attainments of the child are scanned, all parties, parents, teacher, scholar, and Committee, are mortified at the result, and the more so because it was unnecessary—the effect of thoughtless indulgence. Will not our fellow-citizens listen to well-meant counsel, and unite to purge this evil from our schools? We cannot refrain from pointing here to the interesting fact that in the first division of the Girls' Grammar School, the average percentage of attendance for the year past is the uncommon amount of .99. And we venture to say that the progress and habits of the girls of that division have been uncommonly gratifying to their parents. When shall a like pleasing record be made of every division, and of every school?

In the Primary Schools such constant attendance cannot be expected, for obvious reasons; but in the higher schools the Committee think that the considerate attention of parents should secure such a result. While great delinquency in this respect has affected other schools, its chief ill effects have been discoverable in the High School, as might naturally be expected. So ruinous has the evil of absence been in this school, that in one case, at least, the regular study of the class was dispensed with entirely, owing to the inability of the girls to go on with their lessons in consequence of repeated absence. Hours are wasted, both for pupil

and teacher, in making up or hearing back lessons, in order that the pupil may maintain his or her standing in the class. Such a course is utterly at variance with wholesome study and discipline; and yet the difficulty in this case is more with the parents than the pupils. Children may sometimes plead for indulgence, but the parent who has the good of his child at heart, will postpone indulgence for duty. Parents are apt to suppose that if their children only maintain their class standing, it matters little whether or not they are regular and constant in their attendance at school. Not to insist here on the fact that the teacher, who spends time out of school hours in hearing the lessons of a scholar heedlessly absent, is performing a gratuitous service, the effect of this irregular and hurried sort of recitation and study, is exceedingly injurious to all healthful mental action, and detrimental to wholesome habit. Especially is this the result when we take into the account the dissipation of earnest thought and interest occasioned by the last evening's pleasure party, or assembly's ball, breaking the quiet of the small hours, or other rare sport at night equally enervating to body and mind. The summer, too, is not without its attraction to the inconsiderate youth, in the pleasure of viewing the fashions and faces on Washington Street, on a beautiful afternoon. Your Committee are persuaded that parents are not aware how much the gratification of their children, even in ways that may be innocent of themselves, detracts from the serious preparation which they should be making in school, for the stern and responsible duties and relations of maturer years. They refer to this subject thus plainly with no desire to inflict pain or reproach, but to invite the attention of parents, and to respectfully request their co-operation in securing to their children the full benefit of school instruction and discipline. Children really belong to the school while members of it, and their parents should feel that the whole advantage of such connection is none too great for them, when it is considered that youth never returns—once gone, it is gone forever, with all its opportunities of preparatory training.

School Committee.—Edward Otheman, Geo. W. Otis, Jr., Wm. G. Wheeler, Wm. C. Brown, Charles Chase.

NORTH CHELSEA.

No faithfulness of teachers can dispense with punctual attendance, and personal effort on the part of pupils.

School Committee.—Carpenter Staniels, David W. Stowers.

ESSEX COUNTY.

AMESBURY.

It is obvious, from the preceding observations, that one of the greatest obstacles to the progress of our schools is the want of punctuality in attendance. The Committee would therefore call the attention of all to the figures at the commencement of the report of each school, and ask them to compare the average attendance with the whole number of scholars.

School Committee.—Benj. Evans, G. W. Nichols, O. S. Baley.

DANVERS.

It is to be regretted, that notwithstanding the efforts made to secure a better attendance upon the schools, there is still great need of improvement in this respect.

While there are few towns in the State that contribute more liberally for purposes of education, than Danvers, there are nearly one hundred whose average attendance is better than ours. By reference to the last report of the Secretary of the Board of Education, it will be seen that the average number enjoying the advantages of common school instruction in the town, reaches only seventy-eight per cent. While this indicates an improvement over former years, it yet shows a loss or waste of twenty-two per cent. Of every hundred dollars appropriated, twenty-two are expended upon vacant seats. This tax is paid to truancy, indifference or neglect. Your children can suffer any privation with less injury to themselves, than they can sacrifice so large a per cent. of their educational privilege.

The town acknowledges the debt due to every child between the ages of five and fifteen years, by its annual appropriation, while only the fraction named is received; and the remainder is wasted, or worse than thrown away upon unnecessary absence. It would be better to allow this annual discount on every other interest you may hold in trust for your children, than curtail the annuity so invaluable to them. Better deduct

this large per cent. from every dollar of personal, and every foot of real estate, with which you are intrusted in their behalf, than sacrifice what neither time nor money can redeem.

But this is only one view of the evil, as all will allow, who have considered the subject, or been at all conversant with our schools. All suffer more or less from the derangement of classes, and the inability of different members of the same class to proceed with the same rapidity and thoroughness, occasioned by inconstancy of attendance. The more ready and advanced pupils are necessarily detained to give others an opportunity to review what has been passed over in their absence. The advance lesson must be shortened, while the review, by the delinquent members, must be superficial; and thus the evils seriously felt by the whole school. The seeds of future incapacity and dullness are scattered in a soil, rich in natural resources it may be, and the mind active and susceptible by nature begins to betray symptoms of a forming habit, which subsequently makes learning so difficult and irksome a task.

If parents, who sometimes wonder that their children do not learn so readily as others, or do not evince the same interest in the school would consider this matter thoughtfully, no doubt the true cause in many instances, would be found to consist in this evil, from which our schools suffer more than can be readily estimated.

School Committee.—J. W. Putnam, A. W. Chaffin, James Fletcher, I. H. Putnam, B. F. Hutchinson, F. H. Putnam, C. P. Preston.

GLOUCESTER.

In reviewing the history of the schools for the year just closed, I find much cause for congratulation, from the facts, that a deeper interest in the progress of the schools and a more earnest co-operation with the teachers and Committee have been manifested by parents generally, throughout the town, than was formerly felt; that there has been an increased and more regular attendance of scholars on most of the schools; that, in most instances, good order has been preserved and a sufficiently strict discipline enforced, with very little resort to punishments of any species, on the part of the teachers; that the teachers have generally shown an unusual degree of zeal, energy and faithfulness, in the discharge of their duties, and that quiet, industry and obedience, on the part of the scholars, have, with few exceptions, been perfectly apparent to those who have visited the schools. The fact should not be concealed, however, that there are some parents among us, who appear to be entirely indifferent, whether their children receive an education or not, and a

few, who seem to consider it a triumph if they succeed in keeping their children from school, in spite of all efforts made to secure their attendance; but these instances, I am happy to know, are much less numerous than formerly, and in these respects, a decided improvement is perceptible in every part of the town.

In regard to truancy, a great reform has taken place; so that in schools where, a few years ago, instances were of very frequent occurrence, only two or three have been reported each term during the past year. This change has, in a good degree, been effected by the constant vigilance of the teachers in ascertaining the causes of absence from their schools, and giving prompt information of every case where such absence seemed unnecessary.

Superintendent.—Thomas Baker.

GROVELAND.

The progress of many of the scholars was retarded by sickness. Aside from this, moreover, there was not that constancy of attendance which is desirable. We wish it might be more deeply impressed on parents how great the loss of a single day is to a scholar. It is like breaking the link of a chain. On the pleasant afternoon of the sixth of September, but twenty-five were present. Of these only six were boys.*

We have noticed with concern the absence of boys from our schools, and their backwardness when present. The fact is indisputable. Every register and every examination proves it. Our best mathematicians are not those who if the present order of the world continues, will have most occasion to use such knowledge. The fact should awaken serious inquiry. What are the causes? What will be the effects? What is the remedy? We have boys enough. They are bright enough. We have not noticed any indisposition to study on their part. We have observed with pleasure the manly efforts of some of the older ones to make up their deficiencies. Youth is the seed time. No temporary pecuniary advantage can atone for the want of that knowledge, and for those habits of observation and reflection which are most easily acquired in youth.

School Committee.—David A. Wasson, Dan'l W. Pickard, Gardner B. Perry.

* Whole number of scholars, 60.

HAMILTON.

The irregular attendance of many of the scholars is a source of much regret, and if the parents of the children could be made sensible of the disadvantages arising from such a source, this evil we think would be remedied, or at least very much lessoned. Nearly every scholar has his associates in study; he is one of a class, and his absence must, necessarily, either affect the progress of the class, or he must lose that part of the exercise which is performed in his absence;—this fact alone we think is sufficient, if properly considered, to convince every reflecting mind of its importance. Other reasons might be given why this evil should be avoided; but we will rest the merits of the case on this one suggestion, hoping that it will be duly considered, and that another school year may show a regularity of attendance unparalleled in the history of our schools.

Not only should parents insist upon a regular attendance at seasonable hours, but should occasionally themselves visit the school-room to encourage a love of knowledge in the children. Frequent visits by parents and others interested in the cause of Education, tend much to dispel the monotony of a school-room, and relieve the scholar from that dread of a visit from the committee. We have found that those schools which have most frequently been visited by those interested in the welfare of the pupils, are the most free from restraint, and the members give a better account of themselves, and consequently add to the reputation of the teacher.

School Committee.—George Norris, Jr., Nath'l Whipple, Caleb W. Dodge, Isaac A. Dodge, Charles Marshall.

LAWRENCE.

In regard to the other Table of percentage of attendance, in justice to ourselves, it should be remarked, that few towns or cities are situated as we are. We have a large foreign population, many of whom are almost wholly untaught themselves, and are strangely indifferent to the education of their children. Too many instances of the like sad indifference, occur among American-born parents. All efforts to awaken, in the class referred to, proper interest in this particular, have thus far signally failed. Committees of past years, and the Superintendents to the close of this, the third year of their service, have exercised their utmost ingenuity to remedy this evil, and with them, the teachers of our several grades of schools have zealously co-operated, but the success

of their endeavors has come far short of their hopes, and even their expectations. The consequence is, our rank upon the second Table is low, and if judged thereby, without any regard to the peculiar character of our population, we shall suffer improperly.

In the year 1853, the whole number of children between five and fifteen years of age, was 1,869; in the year 1854, the number was 2,167. A census was carefully taken under your direction in May last, and the returns made to this office were as follows:—

Ward 1, ...	393	Pacific Corporation, . .	70
" 2, ...	573	Atlantic " . . .	67
" 3, ...	847	Bay State " . . .	35
" 4, ...	289	Pemberton " . . .	19
" 5, ...	175	Duck " . . .	6
" 6, ...	231	Mechanic's Blocks, . .	51
	2,508		

Of this number, 2,508, we can safely estimate, that one-third are of foreign parentage. The special subject of comment by my immediate predecessor, was the abstraction of a large portion of these children from the benefit of our school system, and the subjection of them to a course of education and discipline which was believed, and therefore pronounced, to be very defective. The truly important question was asked, whether the many and abiding evils of such counteraction of one of the fundamental principles of New England's political economy, might not be prevented without unjust interference with private rights? In the early part of the present year, a note was addressed by the agent of one of our manufacturing establishments, to the School Committee, asking whether blank certificates, like those issued from this office, and used by the teachers employed by the city, but filled, and signed, and sworn to, by one subscribing himself a teacher, but known not to be among the corps of the teachers under the Committee's supervision, were to be considered by him as answering the intent of the law, in respect to the employment of children under fifteen years of age in manufacturing establishments. Three certificates, concerning which the question was asked, accompanied the note. The communication was referred to the city solicitor, and his written opinion desired. After I came into the office of Secretary of the Board, the opinion of the city solicitor was received, and I was instructed to reply to the agent's note, in substance, as follows: "The Committee have no doubt that the blank certificates issued from this office, when filled and signed, and sworn to by teachers in their employ, and under their supervision, fully answer the intent of the law. In regard to the certificates sent with the note,

the opinion of the city solicitor has been obtained, which is, that they do not answer the spirit and intent of the law, inasmuch as they contain no evidence that the person professing to be a teacher, is qualified according to the requisitions of chapter 23, section 1, of the Revised Statutes, or, that the child received the instruction contemplated in that act, and that of April 13, 1838. With this opinion the Committee fully concur, and that therefore they cannot pronounce such certificates of attendance at schools, legal, as they were not filled, signed and sworn to by teachers in their employ, and under their supervision."

By the last legislature an act was passed, which was approved by the governor, May 17, 1855, which reads thus: "No child under fifteen years of age shall be employed in any manufacturing establishment, unless such child shall have attended some public or private day-school, of which the teacher shall have been *approved* by the School Committee of the city or town in which such school shall have been kept, at least one term of eleven weeks next preceding the time of such employment, and for the same period during any and every twelve months in which such child shall be employed."

The question of *approval* of any teachers unemployed by the city, has never been formally submitted to the Committee. The Secretary of the Board was incidentally asked by one of our manufacturing agents, whether such an approval would be given, if formally requested, but the request has never been made.

The overseers in our various mills have generally refused to employ children under fifteen years of age, unless they brought with them what the Committee officially declared to be certificates answering the requisitions of the law. I say *generally*, for it has been intimated to the Secretary, or some member of the Board, that in a few instances, children have been received into our mills without such certificates. The truth of the rumor was not inquired into, but whether true or not, it is hoped that no countenance will ever be given to a violation of a wisely ordered and established law.

In the early part of the year, many children who had been attending the Romanist schools, sought admission into those provided by the city. In August, the Romanist schools were discontinued. The consequence was, that during the Fall term, 2,279 children were received into our schools; every room prepared by the city for school purposes, was occupied, and some of them to repletion.

The subject of irregular attendance at school and truancy, has received particular attention in the past reports of School Committees and Superintendents. They are confessedly great evils, calling loudly for correction. They are evils which now operate most unfavorably upon our schools and individual scholars, though not to the degree that they have

in years past. Did I imagine that I could present any considerations which would suggest a remedy, or in any measure tend to the prevention of the evil, I should most happily do it. I am persuaded, that if the appropriate and emphatic remarks of previous reports have effected little or nothing, I can not say any thing which would be of any avail. It is my duty, however, to add in this connection, that in the Grammar Schools and in the High School, the attendance has been greatly improving of late. In the latter, particularly, the average attendance has been as great as could be expected. Its records show that during the eight terms in which Mr. Pike has been the Principal, the average attendance has been *over* 93 per cent.

Superintendent.—George Packard.

LYNNFIELD.

It is the opinion of your Committee, that the importance of *regularity in attendance upon school*, by their children, is not sufficiently felt by all parents. Our schools suffer somewhat from this cause—*some* more than others, but *all* in a measure. The effect of irregular attendance by the scholars is bad, both upon the *individuals* thus delinquent, and upon the whole school. It interferes most seriously with the order and the progress of the school. The scholar who is irregular in his attendance cannot profitably proceed with his class when he is present, consequently he becomes discouraged and loses his interest. It also introduces confusion into the classes, and of course, into the school generally.

Related to this topic is another, which requires attention, as it seems to be rather on the increase in some quarters of the town. It is that of scholars leaving before the school closes. This practice is attended with serious evils when it becomes common. That it may sometimes be necessary for a scholar to do so, is very obvious, and to be expected. But when it becomes common, it works mischiefs, which inconsiderate parents think not of. Besides the loss of time and interruption in his studies which it occasions to the scholar dismissed, it renders others uneasy and dissatisfied, and thus interrupts the order, and also the exercises of the school. It is the opinion of your Committee that the practice should be discountenanced.

School Committee.—A. P. Chute, Oliver Emerson, L. H. Russell.

MANCHESTER.

The number of pupils has been less during the winter than during either of the previous terms, and it will be obvious, if we keep in mind the whole number of scholars between five and fifteen, and the number that attend school who do not come within that list, that a large number of children in town have not attended school during the year.

School Committee.—Rufus Taylor, John C. Long, Albert E. Low.

METHUEN.

The general average attendance, the past year, was 78 per cent. The highest was in district number three, winter term, 90 per cent. The lowest was in district number one, summer term, 60 per cent. Taking both terms together the highest average was in district number two, which was 87½ per cent. The general average has been much better this year than for some years past.

Truancy.—The statute law authorizes the cities and towns of the Commonwealth to make such rules and regulations relative to truant children, that "shall not be repugnant to the laws" thereof, as the circumstances may require.

Within a few years part there has been a large accession of foreigners to our population. Most of these people have little or no education; and thus, in a measure ignorant of its value, they do not appreciate its importance to their children. Hence they are permitted to absent themselves from school and grow up in ignorance. This kind of population is constantly increasing in numbers, and in its relative proportion. We call your attention to this subject, not so much to suggest any action at this time relative to it, as to direct your attention to an evil that may ere long require a remedy. It was the sentiment of the Pilgrim Fathers, that intelligence and virtue were essential to the maintenance of free institutions. The Sabbath, the Bible, and Free Schools, were the bulwarks of civil liberty, and upon them they endeavored to rear its superstructure.

If you contemplate the facts developed in the records and statistics of criminal courts, of prisons, of asylums and almshouses; of the influence of ignorance in promoting immorality and crime, and in entailing upon its unfortunate victims, improvidence and destitution; and when you also contemplate the facts recently published, that of the two hundred and fifty unhappy persons in our country convicted the past year

of the crime of murder, that only about one in ten could read or write; and that as great a proportion of them in their childhood and youth had no moral or religious instruction, you must not only realize the importance of an education, but also, the necessity of ample provisions to confer it on all, and each of the rising generation, and of adopting such measures as shall make them the recipients of its blessings.

School Committee.—Stephen Huse, Jacob Emerson, Jr.

MIDDLETON.

We are pleased that the average attendance in some of our schools for the current year has been better than usual. The importance of the regular and constant attendance of our scholars can hardly be overrated —without it improvement on the part of the scholar is rendered impossible, and the teacher is frequently censured for not doing what he has had no opportunity to perform. No parent who regards the prosperity of the school or the interest of his children, will permit them to be absent from the school unless for some important reason. No school can attain a high standard of scholarship or discipline without a strict regard to constant attendance.

In our schools the practice of getting dismissed before the time at which the school closes is a serious evil. It is a great annoyance to the teacher, an injury to the school, and should never be required by the parent or permitted by the teacher but in cases of absolute necessity. The time of the scholar is lost—the school is disturbed—the scholar is lead to suppose that his school studies are subordinate and only to be attended to when all other duties have been performed.

School Committee.—E. S. Phelps, Cyrus K. Wilkins, Farnum Stiles.

NEWBURY.

From the Tables published by the Board of Education it appears that in the amount of money appropriated for each child between the ages of five and fifteen years, Newbury stood, in the year 1854–5, No. 9 in the 32 towns in the county, and the 82d in the 322 towns in the State. In the average attendance of the children at school during the past year the rank is not so high, it being the 22d in the county, and the 267th in the State, and amounting in all to a trifle less than 62 per cent., an evil which should be remedied. Your liberality, parents and guardians, in raising money, building school-houses, and furnishing your children

with all the necessary outfit for school, we would highly commend, but it is of equal importance that your children should be sent constantly to school, and that you should personally visit the school. Such visits will give you an opportunity of comparing the progress of your children with that of others, of becoming acquainted with the qualifications of your teachers, as well of the School Committee, and thus enabling you to make a wise choice in future, a knowledge which will be of incalculable service to both teachers and scholars; for sympathy and co-operation will often accomplish that which nothing else can. We are happy to state that a good number have visited our schools during the year. We thank them for it, and hope that others will follow their good example. We congratulate the town on the general prosperity of the schools the past year, not that we arrogate any credit to ourselves, as it rather reflects credit on our predecessors. No one of them has proved a failure, and as far as we could judge, nearly all have been successful. Our thanks are due to the several prudential committees for the good selection of teachers they have made, and for their co-operation with them and us, and especially to those who employed teachers who had previously taught in the same districts. This judicious selection relieved us of much care and anxiety. We would not forget to make mention of the gentlemanly and lady-like deportment of many (we wish we could say all) of our larger scholars, which deserves much praise. One family sent six children to school through the winter term without the loss of a single half day. Two of that number were not marked tardy through the whole season. Such a family deserves something more substantial than a vote of thanks. Such an example generally followed in the town would make the attendance of the pupils 100 per cent., as it should be, and not nearly 72, as it now is.

School Committee.—Richard Knight, Samuel Balch.

NEWBURYPORT.

During the past year an effort has been made to secure the faithful execution of the statute which provides that: "No child under the age of fifteen years shall be employed in any manufacturing establishment, unless said child shall have attended some public or private day school, where instruction is given by a teacher qualified according to law to teach orthography, reading, writing, English grammar, geography, arithmetic, and good behavior, at least one term of eleven weeks of the twelve months next preceding the time of such employment, and for the same period during any and every twelve months in which such

child shall be so employed." We are happy to state that in these efforts, the agents and superintendents of these establishments have co-operated most cheerfully and effectively with the Committee. At the opening of the year, nearly one hundred children were employed contrary to law; now there are but few, and these are cases in which the peculiar circumstances demanded consideration. This reform, therefore, may be regarded as accomplished, and we hope that in future the statute will be faithfully observed.

School Committee.—Philip D. Adams, William Collins, Jr., George W. Campbell, Nathaniel Hills, Newman Brown, John G. Richardson, S. J. Spalding, William C. Balch, John Pearson, Jr., M. Otis Hall, J. H. Sawyer, Stephen Badger, Jr.

TOPSFIELD.

We find, by comparing the Registers, that the average attendance was not so great as in some past years. This, as it respects the winter schools, has some allowance in its favor—hardly one-third part of the terms had expired before the severity of the winter commenced—thereby rendering the travelling such, that many of the smaller scholars, and also many of those who reside at some considerable distance, were deprived of attending the schools except a small portion of the remaining part of the terms. And although sickness has not prevailed in the town during the terms, yet a contagious disease has been carried through each of the schools during the winter, thereby lessening the attendance of those scholars who came under its effects.

School Committee.—J. G. Hood, I. M. Small, Israel Rea, A. P. Towne, L. H. Gould.

ROCKPORT.

The Committee earnestly recommend that the town take some action, or devise some means, to secure a more regular attendance at the schools. It is estimated that one-third of the children who ought to be in school are habitually truants. Generally, no doubt, this is without the knowledge of the parents—yet we are forced to believe that too often parents give their sanction to the practice either directly, or by allowing these offences to occur without sufficiently rebuking them. No parent who has the welfare of his children at heart, will encourage them in this most serious error. The great interest of all classes of citizens,—the most precious interests certainly, of our children, demand that we shall

adopt all possible measures to suppress this increasing evil. An enforcement of the truant laws would undoubtedly break it up effectually. The Committee would therefore recommend the appointment of one or more truant officers.

School Committee.—A. C. L. Arnold, Benj. Giles, Austin W. Story.

SALISBURY.

The following facts will show the irregularity of attendance on the schools. Whole number of scholars between the ages of five and fifteen for the year 1854–5, 684. Average attendance, 334. Mean average attendance, a fraction less than 49 per cent. The average of this year, however, will alter these figures in favor of the schools. The mean average attendance for the State, was 74 per cent.—making Salisbury 25 per cent. less than the average in the State, and the lowest in Essex county, with the exception of two towns.

This percentage gives the town rank among the towns of the State as 318 out of 331, or within thirteen towns of the lowest in the State; while in the amount of money appropriated for the support of public schools, according to taxable property, she stood as high as the 89th, and in the amount appropriated per scholar as the 166th town. These facts your Committee have felt should be stated for your consideration. A large amount of money is lost on account of truancy and irregularity of attendance on our schools. It is, therefore, desirable that the town should authorize some more stringent regulations, and give further instructions in reference to this subject. In many parts of the town our population is compact and the schools accessible in all kinds of weather. And the necessity does not seem to exist for such an irregularity. Some action is demanded which shall remedy this evil, by placing truant children in the schools you have provided, and preventing such irregularity in attendance as now prevents scholars from reaping the advantages of the schools.

School Committee.—B. P. Byram, Perkins Merrill.

SAUGUS.

One great drawback in the progress of our schools and which has been incidentally alluded to in the foregoing remarks, is the want of a more constant attendance. It is an evil not confined simply to the scholar who thus absents himself, but it extends to his whole class and

school; and besides being detrimental in this particular, is most perplexing and trying to the teacher.

If parents fully realized the magnitude of this subject, we are confident that our average attendance would be largely increased. It is true that there often seems to be cogent reasons for keeping the child at home;—he can render efficient service, work presses, and wages can be earned, in the mill or in the work-shop. Oliver Goldsmith observed long ago, that there might be such a state of society, where wealth accumulates, but man decays; let us not, then, for the realization of the immediate seeming good, peril the certain future, but rather let us give our children every advantage in our power to prosecute their studies, though, at times, it may seem that we require their help, and we may rest assured that the results will be well for them and us.

School Committee.—E. P. Robinson, N. Ames, Geo. Wm. Phillips.

WEST NEWBURY.

And while we think there is more interest than formerly in the schools, there are evils existing which should be remedied, that our children may receive all the advantage designed by them. Inconstant attendance of the children after they have entered the school is one of the evils which we think is not sufficiently considered by parents and those having the care of them. And another that of listening to the complaints made by the pupils against their teachers without any further inquiry, as there is almost always some mitigating circumstances in all such cases.

However truthful the children may be, all such reports should be received with caution, and a proper inquiry made, before any decided action is had in the case. And if, after such inquiry, it should still appear that the cause of complaint was not satisfactorily explained, it should be presented to the Committee for them to examine and remedy. We have reason for believing that the children in some of the schools did not profit by the advantages afforded them, in consequence of the injudicious action of parents and others, upon a subject so intimately connected with the best interest of their offspring. And still another evil, the great inequality of the pupils in the districts as they now exist.

School Committee.—D. L. Ambrose, Wm. Merrill, Geo. Emery.

MIDDLESEX COUNTY.

ASHLAND.

Hence the necessity of so frequently presenting this subject for your consideration, and urging its claims upon your attention. There must be an interest felt by all our citizens, and a co-operation with teachers and committees before our schools can attain to that degree of success which they are designed to accomplish. Our schools are not what they should be, and they will not be until parents wake up to their responsibility in this matter, and do their duty. They must visit the schools, and by their influence and presence strengthen the hands and cheer the hearts of teachers. It is not enough to build school-houses and furnish money to support the schools. Good teachers must be procured, and continued in the same school, if possible, for years. An effort must be made to have every scholar attend school regularly and punctually. No cause but that of sickness should keep a child from school. In this way and in this way alone, can our schools be raised to the position they should occupy, and we fully realize the greatness of the blessing they can bestow.

Before closing, permit us to congratulate you on the enlightened, liberal steps you have taken in adopting a plan for reorganizing the schools, and establishing a public High School.

School Committee.—J. C. Harris, Luther E. Leland, Elias Grout.

BURLINGTON.

"Another evil, from which some of our schools greatly suffer, is, irregularity of attendance. This will surely defeat the best endeavors of the best teachers. A pupil had better attend school but three months in the year, and attend regularly, than pretend to go nine months, and be absent half or three-fourths of the time. Such an attendance involves the pupil himself in a great waste of time. It teaches him very bad habits for life, and it works most disastrously for the classes and the whole school of which he is a member. It discourages a teacher, and

often leads him to give up the hope of accomplishing much in his office. Thus parents are often really responsible for a poor school."

We would earnestly urge upon parents the great importance of this matter. You have already seen that a large percentage of our children, between the ages of five and fifteen, has not been to school at all during the last year, while others have been very irregular in attendance. Parents, let no ordinary excuse keep your children from school. It is useless for us to raise more money and obtain good teachers, if your children are not within their influence.

"These thoughts bring us very naturally to the subject of co-operation between parents and teachers. They are not necessarily antagonisms in society. Each has at heart the interest of the same object, but in departments usually quite different from each other. The one feeds and clothes; the other educates. The one makes exactions on the hours of the child for sundry domestic duties; the other requires six hours of the day, without interference from abroad. The one has certain notions of how a child should behave at home; the other, how it should behave at school. Let the two be distinct, and let each sustain the other. Let the parents see that the child is at school always, and always in season; and let it be encouraged to a rigid and cheerful obedience to the laws of the school. Let the teacher inculcate lessons of filial obedience, so that there shall not be two discordant, but two consentaneous voices, each as far as possible commending the other's course."

School Committee.—Nathan Blanchard, James Campbell, Otis Cutler, Humphrey Prescott, Jesse B. Fowle.

CARLISLE.

Regularity of attendance, and punctuality to the time, we deem very necessary to the interest of the school. The advantages afforded the teacher, by the regular periods of instruction, and by their being carefully observed, must be obvious to every reflecting mind. As obvious are the disadvantages of irregular and tardy attendance. To this subject special attention should be given by parents. On them devolves this responsibility.

School Committee.—S. B. Chamberlain, S. Simons, Timothy Wilkins.

CHELMSFORD.

Your Committee would *strongly* advise parents of young children not to send them to school before they are five years old. If slow to learn,

children of this tender age will acquire little else than disgust for study and the school-room. If blest with active minds and a desire for learning, the school-room and study will be injurious to health and scholarship. It is the opinion of some of our best practical educators, that, in places where the means of education are abundant, nothing is gained by sending children to school under the age of six years—that previous to this point, in human life, the mind should receive little else than oral instruction.

School Committee.—B. F. Clark, J. C. Boomer, Otis Adams.

DRACUT.

Irregular attendance is an evil that exists in some of our schools, which has a tendency to retard their progress very much. No school can indeed prosper where there is irregularity and tardiness to any considerable extent. It is a duty, binding upon parents and guardians, to see that their children attend school regularly and punctually, not only for their own good, but the good of the school. If scholars are permitted frequently to stay away from school, the habit becomes strong, and they have little or no interest in their studies. They must either omit what the class has been over, or the class must wait till they have learned it, which is very injurious to both; neither should a school be disturbed by scholars coming in after the exercises have commenced; it produces confusion and draws off the attention of scholars from their books. It is sometimes the case that parents keep their children at home for some trifling cause, which has an injurious effect upon the children and school.

Whenever parents become dissatisfied with a teacher or any transaction that may take place at school, they should go directly to the teacher and consult with him, and if he has committed any errors, make them known, so that he may correct them. But do not take your children from school, or circulate the difficulty all over the district, which will have a deleterious effect upon the school, if not break it up. If such a course as recommended were pursued, we should hear of little or no difficulty in our schools. We leave the subject for your consideration.

School Committee.—Charles B. Varnum, Dana Richardson, Colburn Blood.

GROTON.

Among the duties devolving upon parents, and which should be discharged, is that of impressing upon their children the design and importance of attendance upon school and of the knowledge they can there acquire. Instead of any necessity for resorting to *compulsion*, parents should so instruct their children that they would deem it both a pleasure and a privilege to attend school.

Is it not a fact worthy of attention, that, in multitudes of cases, the hours allotted to the school-room are more dreaded than many kinds of punishment? Do not many children go to school knowing nothing of the real design, and do not many parents in order to rid themselves of noise or care, send their children there? Are not children if disorderly or rude at home, often threatened to be sent to school as a penalty, and when such penalty is inflicted, do they not go impressed with this and having no other idea of the design of the routine through which they daily pass? To such, the school-room bears the air of oppression, and they sigh for the hour of recess or final dismissal as a season that will bring relief. It is not denied that the teacher can in some measure remedy this, but yet he has neither the time nor the influence to do what parents can easily do at home. Let children be properly instructed as to the design of a school, and let it never be associated in their minds with any thing that is unpleasant and severe—let them *at home* be taught of the necessity of such knowledge as common schools can impart to make them more respectable in life; and, moreover, let the earnest desire of the parent in this find full expression, and our school-rooms would be found by every teacher as they entered, to have met with an important and fortunate change.

Again, parents should cultivate *punctuality* in the attendance of their children upon the school. Tardiness too much characterizes the children of some families, and while it interferes with their own progress, it perplexes and embarrasses the arrangement of schools.

Repeated absences also, are too general, and those children to whom these apply, occasion derangement in classes, and clog the whole machinery of the school-room. Now parents should *insist* upon promptness and regularity in their children, and permit nothing of an ordinary character to interrupt the constancy of their attendance upon their daily duties.

It is unnecessary to enumerate here the evils that would be remedied, and the benefits that would accrue, if this course was universally pursued.

School Committee.—J. Bigelow, Curtis Lawrence, Reuben Lewis, Artemas Longley.

MALDEN.

Regular and punctual attendance at school is a topic frequently adverted to in the annual reports of School Committees, yet the monthly reports of our teachers have satisfied us that the importance of this subject is not appreciated by many parents. A slight degree of indisposition, in many cases rather mental than physical, or the performance of a piece of work, not by any means indispensable, is often a sufficient reason for the detention at home of a child, when he ought to be at school. An errand, which might be deferred, or attended to earlier, keeps him from school from five to thirty minutes after the time of opening. None of these things are excusable. Sufficient time for recreation, and for the work needful to be done by the children of most of our families, is afforded in the vacations and holidays, and in the hours of each day not appropriated to school duties. Parents should see to it, that nothing but serious illness or absolute necessity detain their children at home.

A want of punctuality is not only a source of annoyance to the teacher, and a hindrance to the progress of the pupil, but it is the beginning of a habit which may interfere greatly with success in after life. Punctuality is an important element of success not only to the man, whose business involves a large outlay of capital, and requires the utmost regularity and promptness in its operations and details, but to the farmer and mechanic who would do well in their chosen pursuits; and it is by no means unimportant to the woman in the more limited circle of her domestic duties and influence. For all, it is important to do not only the right thing, but at the right time.

School Committee.—W. R. Bagnall, A. C. Adams, G. D. B. Blanchard, J. L. Wakefield.

MARLBOROUGH.

There is another series of Graduated Tables appended to the Report of the Board of Education, in which the towns are arranged according to the mean average attendance of their children upon the public schools. In these we are happy to state that this town stands better, its rank being the twenty-fifth in the State, and the eleventh in Middlesex County. But we have to add, that the attendance has not been as good the past year as in the preceding one. This, in the winter, may be accounted for, perhaps, by the unprecedented severity of the cold weather, and the great quantities of snow, making it difficult for small

scholars and those living at a distance to attend constantly; and also, in some districts, to the prevalence of varioloid or smallpox, causing a serious interruption of the schools. We have often wished that tables might be prepared giving the relative rank of the towns in reference to the average length of the district schools. We have no doubt that the rank of the towns in such a table, affected as it would be by the different size of schools and the different rates of teachers' wages, would be quite different from that on either of the other tables.

There is another great evil connected with our schools, to which we must advert. This relates to the large number of children in town who do not attend school at all, and are growing up in ignorance among us. The late census shows that there are 838 children in town between five and fifteen years of age. Now, only 641 attended school in the summer, and 736 in the winter. Of these, 71 in the summer, and 135 in the winter, were either under five or over fifteen years of age. There must have been then 268 in town between five and fifteen years of age, in the summer, and 237 in the winter, who were absent from the public schools. A small number of these were in private schools; but the greater part of them are growing up in utter ignorance. Most of them are, undoubtedly, the children of foreigners. This is a great and portentous evil. But we are not prepared to say how it can be remedied. We commend it to your careful consideration.

School Committee.—Horatio Alger, Ed. F. Barnes, Levi A. Field.

MEDFORD.

By the above table* it will be seen that there were in all the schools during the year,—3,710 tardinesses; 2,633 dismissions; 13,616 days of absence.

If we reckon each tardiness as the loss of one-sixteenth, and each dismission as the loss of one-fourth of a day to the scholar, we have an aggregate equal to 890 days of absence; therefore we add the time lost by dismissions to the actual days of absence, and we have a total of 14,506 days of absence. Omitting ten weeks for vacations, also Sabbaths, and Wednesday and Saturday afternoons, we have remaining for the year 213 working days. Dividing the days of absence by the working days, viz.: 14,506 by 213, and we have that which is equal to the absence of 68 scholars for the entire year, or so far as any benefit to the children is concerned, an entire waste of more than one-eighth of all the money expended for schools, in the town the past year.

* Omitted in extract.

A loss so serious, arising in a great degree from the thoughtlessness of parents, or, in most cases, from unnecessary absence, deserves the candid consideration of the citizens of the town.

School Committee.—A. K. Hathaway, G. V. Maxham, J. M. Manning, Elihu C. Baker, Robert L. Ells.

NORTH READING.

The long-practised custom of giving "*permits*" or orders for the "dismission" of scholars before the close of school, with a very few exceptions, is an unmitigated evil,—should be so regarded and discontinued.

The school day, divided into two sessions of three hours each, is certainly little time enough to be engaged in study, if study is considered worth the expenditure of *any* time at all. So that the scholar had better go to school to *remain* there during the day's session, or stay at home for the day. Let it either be study, or work, for the time, if the benefit of the scholar is at all worthy of consideration.

School Committee.—Thomas N. Jones, Henry R. Parmenter, Frederick F. Root.

READING.

There is one point to which we would desire to call the attention of the citizens, which is, that quite a large sum of money is annually wasted by the absence and irregular attendance of a portion of the scholars. There is also a loss of that which in after life will be more precious to them than rubies, viz., knowledge. We would earnestly solicit your aid in overcoming this great evil. It is really unjust to the town which makes appropriations of money to provide teachers and the conveniences for the education of children, as well as to many of the citizens who ardently desire that our educational efforts should be crowned with the greatest success. No scholar, who frequently absents him or herself from the class, can possibly expect to keep up with it, and consequently such scholar must either be a perpetual discredit to the class or be put in a lower one, neither of which will meet the approbation of parents. The influence of such a course by one scholar, is always unproductive of good, often very pernicious to others.

School Committee—Edward K. Fuller, Nathan P. Pratt, Stillman E. Parker, W. J. Wightman, Robert Kemp.

In this connection, parents can hardly fail to perceive the very great importance of requiring their children to attend school punctually and regularly every day. The effect of a single day's absence is always bad; and, in many a case, there is too much reason to believe it has proved fatal to the success of the scholar, during the remainder of his school life. If one scholar must stay away, why not twenty? The teacher is required to attend; why not the pupil, for whose especial benefit the school is maintained? Setting aside the bad example, absences tend to discourage both the teacher and the class; and, except in cases of sickness, such conduct is oftentimes a positive misdemeanor —an act of gross injustice to his class-mates, to the teacher, parents, Committee, and all parties interested.

There are reasons for this. Experience tells us that when we once commit an error, it is always easier to do wrong a second time. Besides this, the pupil loses an important link in the chain of instruction; and to make up his deficiency, is compelled to crowd the work of two days into one. This being a physical impossibility, he does the best he can—goes over the ground superficially—gets a general idea of matters and things—by and by loses his interest in the subject, (never, perhaps, dreaming of the real cause of his indifference,)—falls to the foot of his class and finally quits school in disgust. Or, if he remain, he hangs like a dead weight to his companions, who blush to read in the next annual report, "This class appeared very well, *with one exception!*"

The Committee feel bound to say, in general terms, that during all their experience in connection with the schools of this town, whenever and wherever they have found an individual pupil, or a number of scholars, deficient in the studies of the term, they have almost invariably ascertained, by reference to the Records, that such scholars have frequently been absent from the exercises of the school. They feel impelled to say this, in justice to the teachers themselves, many of whom are daily prosecuting their wearisome labors with a zeal worthy of better encouragement.

Your Committee have no desire to issue a *mandamus* to secure the attendance of every child of the legal school age, nor would they recommend the Prussian method of imprisoning the parent for his child's absence. Notwithstanding the unusual severities of the season, the average attendance of pupils during the past year is an improvement on that of the year preceding. The evil complained of, is by no means

a new one, though it has undoubtedly operated disadvantageously to the best interests of the town ever since its incorporation in 1842.

School Committee.—Charles H. Strickland, Isaac Story, John K. Hall, Erastus E. Cole, Francis Tufts, Benjamin Woodward, Charles E. Gilman.

STONEHAM.

Among the statutes which foster the interests of the common schools, is this requirement: "It shall be the duty of the resident ministers of the gospel, the selectmen and the school committees, in the several towns, to exert their influence, and use their best endeavors, that the youth of their towns shall regularly attend the schools established for their instruction."

A duty of watchfulness is here enjoined upon the town officers, persons in authority, and by construction, those eminent in social position or interested in the advancement of education, to see that the youth give a "regular attendance in school." Will the parents say that this is inapplicable to them,—that there is no remissness on their part? Reflect: have there not been days during the past year, when but a trifling occurrence or a whim has detained your children from school, or a too indulgent home discipline allowed to encroach on the rights of that school? Under ordinary circumstances the school rightfully claims your child, if in good health. "Render unto Cæsar the things that are Cæsar's, *and unto God, the things that be His.*"

By the Tables prepared by the Secretary of the Board of Education, from the returns of 1854, showing the standing of each town in the State, arranged according to the percentage of their taxable property appropriated to the support of public schools, Stoneham takes rank as first in the county, and fourth only in the State; a position highly flattering to our public spirit! But turn to the Table showing the percentage of attendance of each town, and the tables are really turned upon us. The pride elicited by the first Table tarnishes under the reflection of this. Among the 51 towns of the county, Stoneham stands the 40th; and in the State the 168th. Or the average is only the 72½ per cent. of the whole attendance.

Last year the Committee introduced some cards, styled "Co-operating Mirrors," by which the parents could perceive, weekly, the attendance each of their children had given in school. By the returns of this year, the Committee are confident that those cards were beneficial. The attendance this year is somewhat improved. Still the average is not four-fifths. In former years it has not been three-fourths. It is an

alarming evil and ought to be remedied. One-fourth of our scholars are deprived of the advantages of schooling, or one-fourth of the money appropriated for that purpose is thrown away. How will the tax-payers consider this matter? Will they continue their marked liberality with such continued disregard for its benefits? Who can divine a reasonable cause for such palpable irregular attendance? Is it intentional? It is not only suicidal, but illustrates the spirit of the dog in the manger. We cannot believe it. Is it heedlessness? We have but to say, "the spirit is willing, but the flesh is weak." "The tempting fruit is within thy grasp, wouldst thou but stretch forth thine hand and pluck it." But during the exercise of this carelessness, time is rapidly passing,—the child is becoming a youth,—the youth is ripening into manhood,—and the scholar has been deprived of his education. Society mourns the loss.

"Stay, stay the present instant!
Imprint the marks of wisdom on its wings,
O, let it not elude thy grasp, but like
The good old patriarch upon record,
Hold the fleet angel fast until he bless thee!"

School Committee.—J. P. Gould, W. H. Heath, E. T. Whittier.

TYNGSBOROUGH.

The average attendance of the scholars the last school year is greater than any one year for a long time, and the improvement of the scholars, in the opinion of your Committee, has been in the same ratio.

In noticing statistics, your Committee find that the whole number of scholars in the several districts is not three-fourths as many as there were twelve years ago. Then the average attendance was less than two-thirds of the whole number. Now, the average is four-fifths or a fraction over.

Your Committee are happy in stating the average number of scholars is so near the whole amount. They believe that both parents and scholars do take into consideration the vast expense of supporting schools, and the value of the time of the scholars. The scholars should attend school regularly all of the time when the school keeps. In so doing, with close application, they reap the benefit of the school. If scholars attend only two-thirds or three-fourths of the time, they cannot reckon on more than one-half of the benefit of the school. Staying away now and then for a day serves to injure their interest in their studies, and retards them much more than is usually supposed.

Tardiness, also, is a great evil in some of our schools, and more or less in all of them.

Your Committee most earnestly recommend to parents to be careful and see that their children are prompt at school every day. In so doing, your schools will be much more useful.

When the scholars come scattering along in, it seems to break up the order of the several classes, injures the feelings of good teachers, thwarts their plans, and deadens the school.

Every scholar should be prompt, and early on the spot at the hour the school commences. Then the school can go on with regularity and ease, both to teacher and scholar, and a greater amount of learning be acquired.

School Committee.—Sam'l Elliot, Luther Butterfield.

WESTFORD.

In closing this report, your Committee would say that your schools have made improvement in regard to punctuality of attendance. There has been less of tardiness, and the number of scholars in the town, who have not been absent or tardy at all is greater than previously.

School Committee.—Thomas Wilson, Leonard Luce, Stillman Clarke.

WINCHESTER.

Absence from School.—This is permitted by parents of the children in most of the schools from very trivial causes. In some instances, pupils have been absent from school nearly one-half of the term; in others, one or two days each week. This is wrong, and we hope it will be remedied. No child can be absent from school, even one-half day, without loss.

The Hill School for the last term, in this respect, has been a model for the other schools. The whole number of absences during the term has been but sixty-one days, in a school numbering twenty pupils, while in the Washington School with fifty-two pupils, the number of absences has been nine hundred and seventy-three days; the former, averaging three days, the latter nineteen days, to each pupil.

School Committee.—William Brodhead, H. K. Stanton, Luther Richardson, Josiah Hovey.

COUNTY OF WORCESTER.

BARRE.

At the commencement of the year, we agreed to publish, in our report, the names of all those scholars, neither absent nor tardy from school, during one entire term. Being a new arrangement in this town, it had a visible effect; not, it is true, in curing these great evils, but in stimulating many to strive for the reward. Some failed by reason of sickness, and are justly deserving it; but we can only publish names that appear on the Registers with no marks against them. Others failed because of the severity of the winter, the roads sometimes being impassable, while some names appear—and they ought to be printed in capitals—because the children would go, braving wind and weather, when it was impossible to drive a horse through the snow drifts to carry them. Tardiness is an enormous evil in all the districts. It actually depraves the schools. A correction of it would, in many instances, revolutionize moral character. But it is due that we observe that the sin lies at the door of the few, and not against the majority. The whole number of scholars in all the district schools in the summer was 467; in the winter, 598. Add them together for the year, and they were tardy 2,269 times. Subtract from the 1,065, 100 scholars who were tardy from five to thirty times each, and the whole number of times they were tardy, 1,074, and we have 965 scholars tardy 1,195 times. This shows that one scholar in ten is guilty of about half of this evil. In one school one scholar was tardy twenty-two times, all the rest three times. Now who are really guilty of this want of punctuality? Children, or their parents and guardians? Let those who have any conscience in the matter answer.

School Committee.—W. A. Braman, Loring F. Woods, Jos. N. Bates.

BROOKFIELD.

The Registers, from term to term, of the schools, show a great many marks of absences. Some scholars are absent weeks at a time; others come a few days and then are away perhaps as many.

We show in our reports the whole number of school days lost in all the schools, but we do not thereby show who is absent and who is not, and the sum of the absences of all the scholars, showing so much loss, does not present the evil of absence definitely enough.

We are sometimes particular to commend those scholars that are not absent a day, or only a few days, during a term of school. Committees often print the names of such, for the encouragement of others. In some towns the school committee make a rule to exclude from the school those scholars whose absences exceed a certain amount.

The late Secretary of the Board of Education thinks "a still better method is that of degrading such pupils by putting them into a lower class." Sometimes this might effect the object, but the fact is the pupil thus degrades *himself*, for he necessarily falls behind his classes by his absence, and this discourages him, if he is a dull scholar, as often is the case with such, and the teacher must make special exertion with him to bring him up with his companions, and frequently a large part of the school suffers through the absence of one. A well-regulated class in a school moves along from day to day with the regularity of clock-work, and the absence of one member may derange the whole class.

The evil of non-attendance is so great, that to bring the subject more definitely before the public mind, we now publish, in the table annexed,* the names of all persons eight years of age and over, who by the showing of the Registers, have been pupils in the schools during the past year. Every person attending a school "two weeks" becomes a member of that school.

We have thought of publishing the names of *all* the pupils, but will consult brevity in this thing, and publish the names af those *under* eight years only, who have not been absent at all, or only a few days.

When parents see the number of days their children have been absent from school, (making no reckoning of half days,) they should seriously ask themselves, if those absent days have been as profitably spent as they might have been at school. If every parent does not fully realize the loss to the *child* by his absence from school, cannot he see that *he* loses by his *child's* loss, a certain sum of money that the law gives him through the school? Will he not be vigilant in securing what is legally his own?

The money appropriated for schools by this town for the year 1855–6, after deducting the cost of wood, is about four dollars for every child between the ages of five and fifteen. If then a poor man has five children old enough to attend school, as is often the case, and does not send them at all during the year, he loses the same as twenty dollars given to

* Table omitted in extract.

him by his wealthier neighbors, and which he refuses to take in the legal way. And more than this, it does no one else any more good than it would if he availed himself of the use of it. A teacher is paid to instruct *his* children, about six months of a year. But we do not think the pecuniary loss worthy to be mentioned in comparison with the mental and moral loss to a child from eight to twelve years old, who runs wild in the street one-half the year, when he might be at school. Will every one properly consider this matter?

School Committee.—S. S. Hunting, O. C. Felton, Dan. S. Fisk.

DOUGLAS.

We could add that there are evils and imperfections attending our public schools, which demand the serious attention and vigorous efforts of parents, and of all who have any agency in the operation of the schools, or feel any interest in the welfare of the rising generation. Some of the principal defects in our public schools are, want of accuracy and precision in spelling and reading; a disposition to multiply studies, and to pass on to higher studies, before the elementary branches are thoroughly understood and digested; a spirit of heedlessness and insubordination; inconstant attendance, and too little attention to manners and morals. These imperfections are to be found, more or less, in all our public schools. They are, however, adventitious, and may be removed; and it is incumbent on those employed as teachers in our schools, to make vigorous efforts to remove these evils. One grand design of our public schools is to educate every child in the State, and to fit that child for business and usefulness. If this is not done the fault is in us,—not in the system.

School Committee.—David Holman, Lyman Parsons, Edwin C. Aldrich.

FITCHBURG.

Another thing of much importance to our schools, and upon which their final success depends, is that parents should see that their children are regular and punctual at school. All know, and ought to feel, that it is their duty to teach a habit of punctuality in the scholar, not only for the present good of the child and of the school, but for the influence which will impress itself upon the mind, to guide in after life. And although we may have had quite a number in our schools, during the past year, who have not been tardy nor absent, still, this number may

and ought to be increased. To a great extent, this is for the parent to decide, and on that decision, we feel, depends the prosperity of those we desire to aid and bless. Much might be said on this point, showing the bad effects of absence from school, and we wish to keep the subject alive in the minds of those on whom the responsibility principally rests. May it be duly and properly considered, and a remedy for the evil will be found.

School Committee.—Josiah Marvin, J. S. Brown, W. G. Wyman, W. J. Merriam, Thomas Clark.

GARDNER.

He [the teacher] desires to say that there are many things that interpose as obstacles to the sure and steady progress of this school. One of the greatest of these impediments is truancy, or non-attendance, on the part of the scholars; another closely connected, and kindred to it, is tardiness.

Parents, do you investigate the matter whether your children regularly and punctually attend school, or are they permitted to go when and where they please? The period of maturity is supposed to be attained in extreme youth. The verdant youth of yesterday has, seemingly, to-day, attained to the stature and importance of a man. When "Young America" arrives at this point, parental influence is prostrate and powerless. You are the employees—the teacher is the workman employed. Ought you to hold him responsible for the successful performance of his work, if the material he is to fashion is supplied at irregular intervals? The mechanic can lay down his tools, leave his work, and expect on his return to find it in the condition in which he left it. He can begin where he left off. But not so with the teacher; during the absence of the pupil, other influences have been at work, marring and obliterating that material, already commenced, by a different workman. That teacher cannot begin where he left off, but must remove the rubbish, retrace the lines of his work, and toil on under increased difficulties. But are all these pernicious effects confined to the absentee alone? Happy would it be if it were so; but, alas! like a blow upon a mass of liquid—where all the force is communicated to every particle—not a pupil in that school-room escapes the baneful influence. Perhaps you say—it is the duty of the teacher to inform you of your children's delinquencies. Would it not give far better evidence of your interest in your children's welfare, if you made diligent research and inquiry into their conduct yourselves? Parents in number one, and elsewhere, *your*

children deceive you. Do not think them to be such perfect specimens of humanity as at all times to speak the truth. Their fertile brains are daily concocting plans, and devising schemes to be known to none but themselves; and to you and the teacher they do not hesitate to cover them with the garb of falsehood and the cloak of deceit, if they deem it practicable under such circumstances. If the parent will not investigate the matter and administer effectual and efficient reproof, let him not complain of the teacher for so doing. Let there be a co-operation of the employer and employed, to a greater extent, and may the cause of education not suffer from animosities and sectional feeling; but may it receive a new impetus from the efforts of an undivided district, and go on unto perfection.

School Committee.—Thos. Wood, J. M. Moore, A. B. Whitney.

HARDWICK.

There has been, it is true, considerable difference in the success that has attended the labors of the several teachers, but no one has wholly failed of usefulness. This may be said more emphatically of the summer schools. There has been greater punctuality in attendance. This subject has been urged upon the schools as one deserving their attention. The loss of a single exercise of the school retards the progress of the pupil. The regular and punctual attendance of all the pupils, upon all the exercises of the school, is essential to its highest prosperity. It also aids in forming the habit of punctuality. This habit is of vast importance in all the pursuits of life. The punctual man is beautifully compared to a tree "that bringeth forth its fruit in its season." Persons must be trained to habits of punctuality in order to be successful in their future employments. What a hindrance to the traveller, to be a little too late for the cars or the steamer. What a perplexity to the man of business, to find himself a little too late to secure a successful bargain. What losses are often sustained by being a little behind the time in our duties and business engagements. Efforts to train the young to habits of punctuality, are blows struck in the right direction, and at the very foundation of their character and prosperity. It may seem a small thing, but its influence upon the character and success in life, is highly important. A drop of rain is a small thing; but does it not contribute to the refreshing and fertilizing influence of the vernal or summer shower? Why should not our schools aid in forming this useful habit?

School Committee.—Martyn Tupper, James P. Lynde, Samuel S. Dennis.

HOLDEN.

Parents must insist on the constant and punctual attendance of their children, and, when practicable, manifest their interest by visiting the schools. They should insist on a prompt and respectful subserviency to school rules, and when their children are refractory, hold them to a rigid account. This kind of parental influence acts like a charm in a school-room. Let the teacher know that he has your confidence and cordial support if he be worthy of them. This will inspire him with courage, and augment his desire to serve you well.

School Committee.—Wm. P. Paine, T. C. Tingley, Wm. C. Metcalf, A. D. Smith.

HUBBARDSTON.

By referring to the Registers of the two years previous to the last, it is seen that the attendance is very much improved. The proportion of absences this year is only about one-half that of two years ago. In regard to punctuality also, there has been a decided improvement. During the last summer term only one scholar is marked as tardy, and he was tardy but once. Two years before, there were only 12 in 39 that were not tardy. During the last winter term 11 scholars were tardy, all the tardy marks amounting to 26. In the winter term two years before, which was not so long by three weeks, though it had a larger number of scholars, 41 were marked tardy, and the number of instances of tardiness amounts to 365. Thus the marks of one winter are to those of the other, as 365 to 26; and that too, while the last winter was one of almost unprecedented severity, rendering it quite difficult for small scholars particularly to attend, and in a district too, where, from its very compactness no provision is generally made, as is often the case in other districts, for them to ride.

We have already referred to the improved attendance which was indicated by several of the Registers. We think that a careful comparison of the past year, in this particular, with former years, will show that the schools, in the general, are making a very perceptible and gratifying progress, both in the constancy and in the punctuality of the scholars.

In one school of ten weeks, in which there were thirty-three scholars, seventeen of them were present every day, to which number four more should be added, who were absent less than a week, and on account of sickness, making twenty-one; and eight others were present every day but one. In the aggregate of 1,747 days of attendance in the same

school, there was an aggregate of only 26 days of absence; and all the tardy marks amounted only to 22.

In another school of eight weeks, containing 34 scholars, only one scholar was tardy, and he was tardy but once, though the number of absences was somewhat larger than the other school just referred to.

School Committee.—Cyrus W. Allen, William Bennett, Jr., Horace Underwood.

LUNENBURG.

From examining the tables we find an immense loss occasioned by scholars being absent from school—nearly twenty per cent. from this cause alone. Scholars thus absenting themselves from school, not only lose their own time, but their absence serves to deprive others of their rights, and disarranges the whole school. For instance, a teacher has a class in grammar or mental arithmetic; two or more of the pupils are absent during one or two recitations; as the lesson assigned depends to a certain extent upon the one that precedes it, the teacher is obliged to proceed with the whole class, giving the absentees only a faint and meagre knowledge of the subject, or discontinue the recitations to give the delinquents an opportunity "to catch up with their class," thus holding up one at the expense of others. Not only this, but cases have again and again occurred where parents and guardians have suffered their children to be absent; they lose their interest, become discouraged, hate their schools, and their education is ruined.

Tardiness, again, is a grievous hindrance upon the school. We find some sixteen hundred tardinesses recorded upon the Registers of our schools; showing a lack of interest on the part of parents and teachers. One of our teachers informed us, after the school had been in session some seven or eight weeks, that more or less of the members have been tardy *every day* since the commencement; and one individual, in particular, had not "missed a single day." Now need the question be asked, whether a school in this situation can make good and respectable improvement—such as will confer honor upon the pupils and their teacher? Ought such practices to exist?

School Committee.—Eph'm Graham, Wm. Farmer.

MENDON.

The whole number of scholars belonging to the schools during some period of their keeping, was 516; while the average attendance was only 408. This gives for the aggregate absences, 108. The same as a loss

of all the schools by 108 scholars. Last year the whole number of scholars attending all the schools was 440, while the average attendance was only 318, giving 122 as the aggregate of all the absences. The same as a loss of the whole school by 122 scholars. By comparing these results, we see that while the whole number of scholars has been increased the present year by 76, the absences have diminished by 14, and at the same time we have had four months schooling more this year than last. On the subject of absences the Committee rejoice to find that there has been so much improvement over the last and previous years. This is progress in the right way. And yet there is an abundant room for improvement. Doubtless absences and tardinesses cannot always be avoided, but to a great extent they are unnecessary. There is no need of a child every day being from five to fifty minutes behind the time. Did parents properly consider how much it interrupted the whole school, how seriously they were injuring the child by forming in him dilatory habits, they would regret, exceedingly, any occasion that would make the child tardy, or prevent his presence from any exercise of the school. This whole responsibility lays with parents. If they will faithfully do their duty on this subject, there will be no more occasion for complaint.

School Committee.—A. H. Reed, Royal Cummings.

MILFORD.

The winter school at South Milford, by Miss ———, showed uncommon punctuality and steadiness of attendance, and as a very natural result from that, remarkable scholarship and improvement. The severest storms this winter, and the bad state of the roads, when, in fact, they were wholly impassable for horses and oxen, have not diminished the attendance, except in the case of a few small children. Girls, as well as boys, have come one or two miles, steadily, on foot, through the fields and over the drifts, defying the storm, for sixty-nine days.

In the High School, the last term, inclement as the weather was, and bad as the roads were, the whole number of scholars was 82, and the average attendance, 73; 27 had attended every day, 77 had not been absent except when sick, or by the express command of parents or guardians, and 16 only had been tardy; in the second term, 7 only. Third term, whole number, 89; average attendance, 77; not tardy, 88. The average attendance for the whole year was 88 per cent. In the Grammar, fourth term, whole number, 107; average attendance, 96. In the

Intermediate, third term, whole number, 129 ; average, 103 ; not tardy, 107. By this you see what has been the state of feeling with the scholars about improving the opportunities you afford them for an education.

Pray, send your child to school constantly, promptly, or not at all. There has been great improvement in this respect, but there is room with some families for more. There is a class of pupils in town who, if well, or if not detained from school by their parents, under the pressure of some special necessity, are sure to be there, sure as the sun, and be there in season—seldom, if ever, either absent or tardy ; while there is another set who are seldom there constantly, for any length of time, or promptly ; and the blame is thought to be with their parents or guardians. In order to detect the loiterer, and the truant, parents must send written notes to the teacher. Then the truth appears. How else, among the twelve or thirteen hundred pupils attending our public schools, can teachers detect the offenders ? It is hoped that parents and guardians will see at once the necessity of this simple regulation. Interest yourselves in the public examinations. It would be a most happy and encouraging sight, if the parents, guardians and friends of education, would turn out, the last day of the school, or on the day of its final examination, so that the house would not hold them, and the examination, of at least, the higher graded schools in the centre, would be adjourned to the new Town Hall. It came pretty near that last fall at the close of the High School. South Milford District has set a good example in this respect. There is no public interest in town, for which, as a town you raise and appropriate money, of like importance with this, to wit : the thorough education of the youth, the universal development of mind, the cultivation of correct manners and sound morals in the rising race.

School Committee.—J. T. Woodbury, A. A. Cook, L. Wakefield.

NORTHBRIDGE.

The irregularity with which many of the children attend our district schools will ever prevent them from enjoying fully the rich blessings which the system of our free schools designs to confer upon them. It is probably known to all that children at the average age of those attending the common school, will trifle with their advantages, and thus lose the best opportunities for improvement they will probably ever enjoy. We would urge then upon those parents and guardians who have children to educate and fit for the discharge of the common duties of life, the im-

portance and propriety of greater watchfulness over their children in this respect, if they would make them respected and useful members of society.

School Committee.—S. G. Bates, L. S. Farnum.

PETERSHAM.

Your Committee have greatly lamented that there should be so much inconstancy in attendance at school. Some schools have sustained a very great loss, how great no one can definitely say. If a school of twenty scholars should average only fifteen, it would be readily perceived that one-fourth of the whole expense of the school would be lost; but that would be only a small part of the real loss. The inconstant scholar has but little if any interest in his studies when he is present. His class-mates must all suffer. They must be kept back to let him come up, and where the evil will terminate, it is difficult to say. Now the question arises, is this what is often denominated "a necessary evil?" We feel unwilling to admit it. Although it has often been referred to by committees who have preceded us, still we feel that parents have not duly considered the pernicious consequences of the inconstancy of their scholars—that they have the power to remove the evil, and that this power is invested nowhere else. It is not in the power of a teacher or of the committee. As long as parents make no special effort to get their children to school, or permit them to stay at home, just when they please, so long the evil will remain.

There are other things to which your attention might well be directed, but for the sake of brevity we shall not at this time refer to them.

School Committee.—J. Shepardson, John M. Holman.

SOUTHBOROUGH.

We witness with regret that there has been this year, as well as the preceding, a manifest want of regularity of attendance on the part of the scholars in the several districts, which operates upon the schools much like the incubus upon a sleeping man; they are not only restless themselves, but they disturb their neighbors. We are aware that parents do not appreciate how much the progress of the pupil depends upon his or her punctuality. For a scholar to attend school a few days at the beginning, and then break off, with occasionally a day or two of attendance, instead of being an advantage, is a serious injury to the scholar and to the

school; for that he or she will learn nothing is too evident to require statement, and as his or her books will be interesting, only so far as they possess the charm of novelty, they will acquire a reckless and indifferent turn of mind, which, of all things, is the greatest enemy to improvement. Meanwhile, they operate as a drawback upon the whole school. We hope that parents will see to this matter, which is absolutely beyond the reach of committee or instructor,—as it is your interest so to do,—that your children attend school not only each day of the term with regularity, but that they attend seasonably, both in the morning and afternoon.

School Committee.—Peter P. Howe, Richardson Goddard.

SUTTON.

Irregularity of attendance is perhaps the most serious evil that retards the progress of our schools, We need not say with what reluctance we allude to this subject, and yet our duty would not be performed should we keep silent in this matter. We must direct your attention to this subject. Reform is needed here and is most loudly called for. Rare indeed are the instances in any district where the attendance has been regular throughout the term. Score after score of marks of absence are recorded upon the Register, and its pages are almost entirely blackened. Are the citizens aware of the effect of this evil? Will you not, then, in view of the unhappy state of things, resolve, so far as concerns each one of you, that your influence shall be exerted to mitigate the evil; resolve, each one of you, that as for your children, there shall be no unneccessary absence or tardiness. It needs no studied argument at this enlightened day to prove that constant, permanent attendance, is absolutely essential to the well-being of the school. All are ready to acknowledge the truth of this proposition. You are aware of the existing evil. With you, and you alone, is the remedy. Shall this evil be remedied?

School Committee.—J. G. Johnson, Horatio Slocumb, Wm. Terry.

TEMPLETON.

The aggregate of tardy marks taken from the School Registers is 1,370, against 2,536 of last year, and 4,321 of the previous year. This shows a remarkable change, and a change too, in the right direction; while the percentage of average attendance has also improved, in summer, eight,

and in winter, two per cent. over last year. These figures show as plainly as figures can, that a salutary reform is silently taking place, that promises in time to eradicate some of the evils that have nearly paralyzed the efforts of our most faithful teachers.

We hail with much pleasure this improving aspect of the pupils that attend our public schools; feeling assured that habits of punctuality thus early formed, will attend them and be a constant blessing to them through life.

School Committee.—Gerard Bushnell, Edwin G. Adams, L. Sabin.

WESTBOROUGH.

Absence and tardinesses still seriously interfere with the success and usefulness of our schools. To a certain extent, they undoubtedly are unavoidable. But we are satisfied, that to a great extent, they are unnecessary. Did parents reflect upon the influence of a prompt and regular attendance upon a scholar's mind—upon his interest in his studies—upon his ability to maintain the continuity of thought, the connecting links of principles and elements in his studies, and of course, upon his thorough insight into the subjects studied, they would regret exceedingly, any occasion that prevented his presence at every school exercise. And yet, there is reason to believe, that scholars are not unfrequently detained from school by no grave necessity, but merely to perform some service which might have been performed, either at some other time, or by some other person;—that, sometimes, they are detained by some mere whim or caprice on the part of the scholar;—sometimes, on the ground of indisposition, especially in the case of scholars who have a natural aversion to study, or to the wholesome discipline indespensable to the efficiency and usefulness of a school. Cases of real sickness and inability—cases of serious necessity—of course, from time to time occur. Such, we leave out of the account; but aside from such cases, no inconsiderable amount of tardinesses and absences occur, in the opinion of the Committee, to the detriment of the school in general, and of the tardy and absent scholars in particular. The remedy is to be found in the hearts of parents, who are responsible to God, to their country, and their children, for whatever amount of evil may flow from their neglect of a most impressive parental duty.

School Committee.—Nathaniel Gage, Sam'l N. White, C. R. Griggs.

WEST BROOKFIELD.

Tardiness can and always should be avoided. We frequently notice that those scholars living the most remote from the school-house are those to be the most punctual, while others almost within a stone's throw are at their posts five or fifteen minutes too late. There is no excuse for this fault, either by the parent or the child, for if the child is to attend school at all, it may as well acquire the habit of being in its seat at the appointed time, as at any time after. No person who persists in this habit can ever be called a dutiful scholar, and will be most likely to acquire a habit of neglect which will ever attend them in after life. Absence is another great fault on the part of many. Those scholars who are absent from school two days in a week, not only retard their own progress, but those of the class to which they belong, and are a cause of much trouble and perplexity to their teacher. They must either pass over many lessons unlearned, or must, if they cannot go into a class below, require the teacher to hear their recitations separately, when, at the same time, there are already more classes in the school than the teacher can do justice to. From such a course the scholar soon becomes discouraged from the fact of being alone, or in a class where some previous lesson is an introduction to the one that day to be learned, and of which the scholar has no knowledge. Wonder not then that such a course should make many promising youth to become disobedient scholars.

Your Committee visited those persons in town the past year, who, for some cause, do not send their children to school but a few weeks or days in the course of the term, and often some of them of suitable ages to attend school, not at all. We suppose no other reason (if a reason it can be called) can be assigned, but a desire of their labor at home. To those we must say, should ignorance in after life lead those children to the committal of any crime, the parent should be more than a like culpable with the child.

School Committee.—George W. Lincoln, Joseph Dane, Jr.

WORCESTER.

Absence and Truancy.—The whole number of children who, as the Germans term it, "are *due* at the schools," can be known only by adding to the whole number between five and fifteen years of age, those who are less than five and more than fifteen, and who may be rationally expected

to attend school. We are fully of opinion that it is unwise in any case to send children to school at the tender age of four years. They had better, until they are five or even six years old, be picking violets from the greensward, or taking their first lessons in household economy in the nursery. Nevertheless quite a numerous delegation from this infantile corps find their way into the primary schools. Of this class three hundred and thirty-six were reported last year; and of those over fifteen years of age three hundred and ninety-six. When these numbers are added to three thousand nine hundred and seventy-four (the whole number between five and fifteen) the sum will be four thousand seven hundred and six, which may be considered the whole number "*due* at school." It should perhaps be reduced fifty, on account of those under five years of age who have removed during the year from one school to another, and thus have been registered twice. This will leave four thousand six hundred and fifty-six persons of a suitable age to attend school. And yet our records show that the average of regular attendance upon all the public schools was only two thousand five hundred and forty-four.

How shall we account for this large amount of absenteeism? Has *sickness* caused it? Are these children kept at *work* instead of being sent to school? Do they attend *private* schools and academies? Or are they *truants*, spending their time in idleness and vagrancy? Without doubt all these causes are influential, and to each of them must be attributed a share of the deficiency.

It will be perceived that the difference between the number that constantly attend school, (two thousand five hundred and forty-four,) and the number that *ought* to attend school, (four thousand six hundred and fifty-six,) is two thousand one hundred and twelve; for these we have to account. Let us then investigate the causes which may be supposed to produce so much non-attendance.

Since it is not to be expected that all of suitable age to attend school will be always there; the weather, when severely warm or cold, or very wet, making many absences inevitable, especially among the girls; prevailing sickness, like the measles, whooping cough, or other epidemic complaints putting hundreds at a time upon the invalid list; the illness or death of friends causing a temporary absence; visiting out of town in term time, with or without their parents, yet with their consent, breaking in upon all a pupil's habits of punctuality and close application; occasional absence permitted by parents thoughtlessly, and in view of the importunity of their children, who have a pair of skates that are *aching* to be used, or a kite all *impatient* to fly, or who *must* see a military parade or a travelling circus, whether they ever learn to read and write or not;—we shall be obliged to make a liberal allowance in view of these and similar disturbing agencies. Probably 33 1-3 per cent. of

the whole deficiency will not be too much to attribute to this class of causes. This will reduce our number of absentees to one thousand four hundred and eight.

It would however be very wrong to suppose that so large a number are receiving no benefit of literary training. Our many and excellent private schools and academies, whether incorporated or unincorporated, have gathered in and are educating about six hundred and fifty of these; leaving only seven hundred and fifty-eight to be accounted for.

It is safe to suppose that one hundred of these are placed at school out of town. We shall then have six hundred and fifty-eight remaining.

Parents, for the most part, are too busily employed to instruct their own children in the common branches of knowledge. But there are a few mothers who have not only education and taste, but also sufficient leisure to attend to this matter. Perhaps fifty children are thus cared for; and it may be that fifty more who are a little more than five years old are kept out of school, because their parents judge (wisely no doubt) that they more need now to be developing the body than the mind. But where are the five hundred and fifty-eight still unprovided for?

Quite a number of parents feel obliged to put their children, even at the age of ten or twelve, to some kind of labor in which they may earn their own support, and even aid in the care of their brothers and sisters. Young girls live out in families, or work in factories and shops, and boys are apprenticed at fourteen or even earlier. Their parents feel unable to give them a good common school education, because their time is needed to buy bread for the family. It is a great pity that relentless poverty should so divert the current of a young life from noble and ennobling aims, but so it is. And we presume that this cause will account for full three hundred of the cases of absence from school.

We have then left, after making due allowance for every excusable delinquency, two hundred and fifty-eight children for whom there is no excuse, who are truants, idlers and vagrants about the streets. The Committee are convinced that the number cannot vary essentially from the above figure, although this is only an approximate estimate.* These are the children, usually half-clad and filthy, that are prowling around wood-piles and dwellings, picking up bits of fuel from the gutters and ash heaps, gathering cold victuals from house to house, thieving about

* It is probable that many of these children spend a few days, or perhaps a week or two, in school in the course of the year. But this does no good, and only gives them increased power to injure others. It was stated on page 82 of this report that four thousand six hundred and fifty-six is the number that ought to be connected with some school; and on page 62 that four thousand five hundred and forty is the whole number that have actually entered the schools for a longer or shorter period. This would leave only one hundred and sixteen who have not been at all. But if we suppose that as many more have attended school just long enough to be enumerated scholars, we shall have a number of habitual truants corresponding very nearly with the one already given from estimation.

the depots, cellars and stalls, or roaming through fields and orchards, pilfering from others and degrading themselves.

The influence of a few such children upon those with whom they associate is terrible! Few sinners can destroy so much good as one of these bad boys. His prurient iniquity pollutes and debases others, and he sows the seeds of crime in innocent natures by inciting them to misdeeds, and by instructing them that they can sin with impunity. Among the shining ranks of beauteous childhood such a boy is "a noisome pestilence."

This matter of truancy is equally formidable, when viewed from a point *within* the schools. Early in the year the Principal of the Summer Street Secondary School sent a communication to the board upon this subject, with the names of some inveterate truants, asking for our interposition to put a stop to the growing evil. It was a mischief which we knew to be extending itself, but did not so well know how to overcome. On making particular inquiry, we find that seventeen schools severally report from one to thirty-five cases of truancy. About one hundred and twenty-five instances are reported in all. Many of the schools made no return, in some of which we know that the evil exists in a greater or less degree. It is found in schools of every grade, but chiefly in the Secondary. Several of the teachers have been greatly tried with it, and have not known what to do. If a true return were made of all the truancy in our schools, it would without doubt amount to many hundred days in a year. And the truancy of those who never, or next to never, go to school at all, would swell the amount to many thousands.

Your Committee look with alarm upon these facts, and would call to them the attention of their fellow-citizens. They injure us at home, and injure us abroad. Our city shows, year after year, a very unsatisfactory record in the printed Reports of the State Board of Education. In the Report of the present year (the nineteenth) Worcester stands, in respect of school attendance, the 275th town in the Commonwealth. A list of twenty-two of the cities and larger towns, with the percentage of regular attendance at school in each, shows where we stand relatively.

Boston,	.78-50	Northampton,	.62-90
Cambridge,	.76-17	Holyoke,	.60-39
Charlestown,	.75-90	Taunton,	.59-85
New Bedford,	.74-72	Worcester,	.59-84
Fitchburg,	.73-41	Greenfield,	.58-91
Lynn,	.71-92	Fall River,	.58-78
Lowell,	.71-32	Clinton,	.55-60
Milford,	.70-75	Lawrence,	.51-28
Dorchester,	.70-59	Dedham,	.51-15
Roxbury,	.69-01	Springfield,	.46.99
Salem,	.65-01	Newburyport,	.44-69

It is also a fact, somewhat humiliating, that fifty-one of the fifty-eight towns in this county are in advance of Worcester in respect of attendance on the public schools. And our deficiency is owing mainly, we believe, to unnecessary absence and truancy. Now what can be done to remedy an evil so inveterate and alarming?

We do but suggest, in answer, a few thoughts, without expanding them.

Every individual should feel a personal responsibility respecting this evil. We have a common property in our schools, a common interest in our children, and it should grieve every good person to see even *one* growing up in voluntary banishment from school. "I promised my God," said the excellent Dinter, the Prussian School Commissioner, "that I would give to every Prussian peasant child the best education it was in my power to provide for him, both as a man and a Christian." Individuals should feel a similar responsibility, and, in that case, the work would not languish.

The employment of a School Superintendent would undoubtedly mitigate the evil. It might be made a part of his duty to investigate the subject of truancy, its causes and their remedy: and he would be in the best position to perform such a work.

School Committee.—George W. Richardson, John G. Adams, A. H. Bullock, Asa L. Burbank, George Bushnell, Anthony Chase, Timothy K. Earle, John F. Gleason, George H. Harlow, William H. Harris, David Hitchcock, Andrew Hutchinson, Horace James, Gustavus A. Jenks, Seth P. Miller, Philip L. Moen, John C. Newton, L. B. Nichols, Wm. T. Sleeper, Homer B. Sprague, Augustus Tucker, Thomas Tucker, James A. Whipple.

HAMPSHIRE COUNTY.

EASTHAMPTON.

There has been a great improvement in the punctuality and average attendance of our schools the past year. The great importance of this, was repeatedly and strongly urged by your Committee on both teachers and scholars. And their efforts with those of parents, in this direction,

have been followed with gratifying results. There are some scholars, belonging to the several schools, that have not a tardy or absent mark against them. We would that we had a premium to offer all such, and space to record their names, for they justly deserve some token of commendation from us.

School Committee.—Hervey Smith, E. Hitchcock, Lewis S. Clark.

HATFIELD.

If parents expect their children to make that improvement which is desirable and attainable, they must feel, themselves, a deep interest in the school, and manifest that interest in requiring their children to be punctual and constant in their attendance at school, and bestow as much attention to the school at least, as they do upon objects which affect their pecuniary interest.

School Committee.—Levi Chamberlain, Joseph N. Knight, S. G. Hubbard.

HAMPDEN COUNTY.

AGAWAM.

The whole number of persons between five and fifteen years of age in the town, is 321 ;—number of districts, nine, besides a part of a district adjoining Mitteneaque, which it is wished by your Committee may receive your attention. The average attendance upon the schools the past year was, in summer, 174, in the winter, 229.

School Committee.—Ralph Perry, Ephraim Scott, S. D. Ward.

BLANDFORD.

It is of the greatest consideration to the scholars and school, that the children be punctual in their attendance.

We can see no wisdom or propriety in parents leaving it altogether to their children to say whether they will be present at the opening of the

school, or tardy in their attendance. It is a duty incumbent upon the parent, and that, too, in more senses than one, to ascertain that his child is present, ready to take part in the first exercises of the school. Where this is not the case, the child is made not only to suffer, but the entire school is greatly retarded in its onward progress. One or two of the schools have suffered very much in their interests, on the account of scholars leaving school before the close of the term. This is an evil that ought to be remedied; it is a matter that rests mainly, if not entirely, with the parent. But how often is it the case, we have been led to ask ourselves, that the scholar is left to take his own course, and to say whether he will continue to attend school through the term, or not. Where this is the case, we need not stop here to multiply words to show that the entire school must suffer materially in all its varied interests. Any person who will take the pains to look into this matter, and thoroughly investigate it, cannot fail to see, that the parent who allows his son or daughter to absent themselves from the school, when they may choose, not only inflicts a wrong upon the child, but furthermore does great injustice to the school. It oftentimes becomes a matter of necessity on the part of parents, to take their children from school before the term closes. But we are inclined to the opinion that in too many instances the child determines for himself, that he has attended school long enough. It is to be greatly desired that parents and guardians will see the evil tendency of this whole thing, and never allow or permit their children to leave school before the close of the term, unless it is absolutely necessary.

School Committee.—William B. Miller, Jas. C. Hinsdale, Timothy R. Boise.

GRANVILLE.

The whole number of scholars in the town on the first of last May, between the age of five and fifteen, was two hundred and sixty.

The average attendance in all the schools in summer was one hundred and forty-six, in winter one hundred and ninety-seven.

School Committee.—Jas. W. Spelman, Samuel Colton.

HOLLAND.

The whole number of scholars attending school in summer the past year was eighty-nine; whole number in winter, eighty-eight; average attendance in summer reached only to sixty, and in winter, seventy, showing a much better attendance in winter than in summer; still

the average attendance in winter was not so much, we think, as it might have been. Those absent from school in winter, averaged eighteen each day, and in summer, twenty-eight. We do not doubt but that in some cases it is necessary that a scholar should be absent from school, but if all parents would endeavor to keep their children in school as much as possible, we think there would not be so wide a difference between the average attendance and the whole number of scholars as the Registers show for the past year, in some of the schools in particular. In visiting schools, the benefit of regular attendance is strikingly manifested; the best recitations come from scholars who have the least number of marks denoting absence against their names in the Register; and those scholars who have the greater number of absent marks are generally much more deficient in their studies; it is the natural consequence of irregular attendance at school. One reason why the average attendance in summer was so small in proportion to the number of scholars attending school, was, we suppose, owing partly to the large boys being taken out in hay season.

School Committee.—F. B. Blodgett, Wm. H. Harris.

HOLYOKE.

In review of the school year, your Committee feel justified in saying that on the whole, it has been a prosperous one. Teachers, as a class, have been capable and faithful, but the highest success depends not on the best teachers alone. There are many influences operating together or apart—influences outside of the school-room, which modify the result. Hence there should be a working together on the part of all, to bring as many favoring influences as possible, to bear on the result.

One evil which teachers cannot correct, and parents can, is the irregular attendance of scholars. It is to be lamented that so large a number of children derive no benefit from the liberal provision of the town for education. And then of those who are connected with the schools it is to be regretted that so many are regularly irregular—losing so much themselves, and proving such a drawback to others.

Some are privileged members; whose rights seem to be, to interfere with the rights of others—go in and out when they please, by special indulgence.

Others seem to be honorary members. Their names are upon the Register—they have a nominal presence, but a personal absence. They have no real interest in the school, and derive no advantage from it.

There is another class still, who are oftener at school than away. They take some interest in the exercises of their classes—derive some

benefit—but they are absent just enough to show what intellectual and moral habits they are forming. It is a little thing to be tardy —it is a little thing to be absent every other half day—the Register notes the fact, to be sure; but then its accusation is an unspoken, harmless one. Does the parent not consider that that silent Register is not only recording facts as they now are, but is uttering prophecies, day by day, of his child's future good or ill success!

It is earnestly hoped that this evil in our schools will be remedied.

School Committee.—Simeon Miller, J. K. Mills.

LONGMEADOW.

Parents and guardians interested in the progress of their children at school, should use every possible effort to secure their punctuality and regular atendance. Every day and hour of school-time lost by the pupil, not only hinders his own success, but in the end proves a drawback upon the progress of the school, and we may add that there is apt to be a greater waste of the money appropriated for the support of schools through irregular attendance of pupils than in consequence of inefficiency on the part of teachers.

School Committee.—W. E. Boies, J. R. Brown, H. S. Newell.

MONSON.

Another encouraging feature is the unprecedented punctuality in the attendance of scholars, in a majority of the schools. The whole number of scholars that have attended all the schools in summer, is 412. Average attendance, 295. In winter, whole number, 511. Average attendance, 415. The average attendance in summer seems to fall proportionably short of that in winter. This has been in considerable degree owing to the prevalence of epidemics and various other forms of disease more during the summer than winter. The best average attendance has been in Districts, Nos. 1, 2, 4, 6, 12, 14, and 15. Although the condition of our schools is thus prosperous, yet exertion is necessary or still further progress. There should be no stopping place. The ardor for the prosperity of our schools must never be allowed to cool, so long as there is a point of elevation still higher, attainable.

School Committee.—Henry Cady, J. C. Foster, Alvin Smith, Sherman Converse, Marcus F. Beebe.

MONTGOMERY.

One great hindrance to the progress of our schools is, the irregular attendance of the scholars. In examining the average attendance, we find almost two-fifths lost to the school. Besides the trouble and vexation to the teacher, in trying to keep her classes in regular order, after the absence of several of the class in the daily recitations, it discourages the teacher, and the scholar who has been absent in trying to keep up with the class. Parents and guardians ought to keep their children regular at school, if they wish them to make progress in their studies.

School Committee.—Horace Bartholomew, Augustus A. Moore, Henry S. Stiles.

SPRINGFIELD.

The present teachers have been in the school * but a short time, but long enough to show that the change was a judicious one. To secure a more punctual attendance of the pupils, conformable to the regulations, was one of the first tasks that required the attention of the new principal. His efforts to this end have already resulted greatly to the advantage of the school and to the satisfaction of the Committee.

The efficiency of a school depends in a great degree upon the punctuality of the scholars; and an effort on the part of parents and guardians to encourage habits of regularity would render attendance comparatively easy, and lighten very much the cares of teachers. It is hoped that this co-operation may be so extended thut the future of this school may be as promising as any in the city. It has been the endeavor of the principal, at the outset, to maintain a mild yet firm discipline, in consequence of which its order and moral condition are daily improving.

School Committee.—John E. Taylor, Chester R. Chaffee, Henry R. Vaille, Randolph E. Ladd, Charles P. Bragdon, Isaac P. Dickinson, Marcellus Pinney, Harvey E. Moseley.

WEST SPRINGFIELD.

One other point should be presented in this report. This is the attendance upon the schools. There is very great reason for complaint in this particular. The Registers present to the eye a very sorry picture in the long lines of absences and tardinesses, which disfigure them.

* Auburn Street School.

In one school, where the tardinesses were kept for both morning and afternoon, the number exceeded, in the case of two or three pupils, the number of days of attendance. The Committee urge upon the districts the duty of taking up this matter in the district meetings, and of creating a public sentiment which shall correct the evil; or of devising any other methods for the attainment of this end, which may be found necessary. It can be corrected, and it ought to be. Will not parents also do their duty in this thing?

School Committee.—Daniel G. White, T. H. Hawks, Nathaniel Downs.

WILBRAHAM.

If your Committee may be indulged in a few suggestions, they will allude briefly to some of the evils, and some of the wants of the school department. Among the first of these evils, is the great irregularity and tardiness of attendance on our schools. In some of our districts, many of the scholars seem to make it a rule not to be present at the opening of the school, but to come straggling in at any time before the middle of the forenoon, thus occasioning great loss to themselves, and interruption to others.

But besides this, the absences are very numerous. Many scholars are absent one or more days every week—some are absent even a week at a time. Now, parents need not be surprised if their children do not learn much under such circumstances; it cannot well be otherwise.

School Committee.—S. Foskit, F. E. Clark, H. Stanton.

FRANKLIN COUNTY.

BERNARDSTON.

Without referring particularly to the teachers employed during the past year, the Committee would call attention to a matter which has been from time to time, for several years past, an evil of no inconsiderable magnitude and importance.

Teachers are too much in the habit of dismissing school, for a part or

the whole of a day, for slight and insufficient reasons. A habit of perfect regularity in all things is a powerful auxiliary in the school-room, and without it, the teacher will toil in vain to advance the interests of his pupils; and equally important is it upon the part of the teacher, to impress constantly upon the young, both by precept and example, the immense importance of acquiring a good education; and it should be daily impressed upon them that the *school*, being the means by which they gain instruction, is important above all the other institutions of society, and as such, is never to be discontinued without the weightiest reasons. Precepts may be inculcated to any extent, however great, if the scholars find that their teacher, in order to gain time to attend some social gathering, a ball, or ride, or concert, perhaps, will deprive them of their accustomed recesses and hurry over their recitations without care or explanation, they will doubtless draw their rule of action from the example rather than the precept, and will not fail to absent themselves from school whenever they can assign similar reasons for so doing.

We have often urged the importance of parents' visiting and personally manifesting an interest in common schools. May it never again be written in a teacher's Register in this town, as it has been written during the past year, "*Not one parent in school during the term.*"

School Committee.—Silas S. Brooks, Samuel I. Green, 2d, O. W. Grey.

BUCKLAND.

Again, one great evil we find existing more or less through the town, is the want of punctuality on the part of scholars. Great injury is done to the schools, and also to scholars, where absence and tardiness are frequent. The scholar not only loses a link in the chain of instruction, but the school is disturbed and retarded, and the teacher more or less disheartened, by every half day's absence.

School Committee.—G. K. Ward, G. D. Crittenden.

GREENFIELD.

And now in closing this report, it may not be out of place to call your attention to a few things which affect most sensibly the prosperity of our schools. The first which we will mention is irregularity of attendance. The fact still stands out boldly that inconstancy of attendance still prevails to a fearful extent in many of our schools. I need not stop here to point out the various ways in which this evil works—how it annoys,

discourages and thwarts the best endeavors of a teacher, and retards, in a surprising manner, the general prosperity of the school. The results are obvious to all who will turn their attention to them.

Parents can remove this evil by encouraging as far as possible regularity of attendance on the part of their children, and teaching them to obey and respect their teachers. It should be, I think, the duty of every parent to frequently visit the schools, to cheer and encourage their scholars.

Some of our schools, it is evident, have suffered the past year from parental neglect, and the only way to recompense for the wrong, is for parents to be more faithful in future.

School Committee.—J. F. Griswold, R. E. Field.

HEATH.

Parents, spare no exertions in having your children punctual in their attendance at school. See that they are there every day, if possible, and at an early hour. Tardiness is not only a loss of time to the individual, but is detrimental to the prosperity of a school. We have a good example of punctuality in Miss K———'s school; the average attendance being ninety-four per cent. on the whole number of scholars,—the greatest in any school. In the Branch District, three boys of Mr. G——— were not absent or tardy during the winter term. If *some* parents can be instrumental in accomplishing this, why cannot *more?*

School Committee.—Henry M. Bennett, William Bassett.

SUNDERLAND.

We are happy to remark that in some of the schools in town, during the year, there have been most commendable instances of regularity of attendance on the part of some of the pupils who have attended during the year without any mark either for absence or tardiness. It must appear evident that a scholar loses by absence much more than merely the time he is out of school. He loses his interest by losing the connection which one lesson has with another. A scholar ought not to be allowed to absent himself from school for a single day, if it can be avoided.

School Committee.—Elihu Smith, Albert Montague, W. R. Warner.

WARWICK.

From the School Registers we receive the gratifying intelligence, that in all the districts throughout the town, there has been a good degree of regularity and punctuality in the attendance of the scholars upon the schools. This is a good omen, and it shows in what estimation the privileges and advantages of our free schools are held by the people. Last year, according to the Secretary's Report, this town stood at the head of all the towns in Franklin county, in this particular; and it is hoped, for the year to come, it will maintain its rank. If all the schools were to present as clean a Register as number four and number eight, it undoubtedly would, and perhaps it will, as it is. The average attendance in these, considering the size of the schools, is greater than that in any other schools in town. When all the scholars in all the schools become alike regular and punctual, this town will probably stand at the head of all the towns in the State.

School Committee.—John Goldsbury, H. M. Bridge.

BERKSHIRE COUNTY.

LEE.

The whole number of persons in town, last May, between five and fifteen years of age, was 962, whereas there were of these in actual attendance in our schools—in the summer, 755, and in winter, 699. But the average attendance is only 540 and 542. This is only sixty-five and sixty-eight per cent.

This truancy is annually increasing among us. In some cases poverty, as connected most generally in some way with alcohol, is the cause of non-attendance at school. In others, parents detain their children at home, to assist in their work so much of the time that their school is worth but very little to them, and their irregularities injure their classes and the whole school, to say nothing of the discouragement experienced by teachers.

The other class of scholars have parents who care very little where their children are, if they are only out of their way, and never inquire whether they are at school or not.

If a premium of twenty-five dollars should be offered to that district whose scholars have brought their average attendance to the highest point, we should, perhaps, remedy the evil in some measure. This money could be taken from that received from the State. In this way a rivalship in this respect could be excited among the schools of the town, and by appealing to the pocket, we could find the conscience of delinquent parents. And then, hereafter, let the names of such scholars as have been present every day of their connection with the school, find a place in future school reports. This year not more than fifteen names would find such a place out of 800 scholars.

School Committee.—Amory Gale, John Branning, Forris Moore, W. O'Strander, S. S. Rogers.

OTIS.

We would again recommend what has often been done before, more interest on the part of parents in visiting their schools, and in causing the regular and punctual attendance of their children.

School Committee.—R. H. Norton, Isaac S. Fenn.

SAVOY.

In looking over the Registers for the past year, we find that they are very much disfigured by absent marks. In district number one, the ratio of the mean average attendance to the whole number of scholars belonging to the district, between the ages of five and fifteen, is only forty-one, making a total loss of fifty-nine per cent. of the money expended for the benefit of the scholars in that district.

In the whole town, thirty-one per cent., or nearly one-third of the money expended, is lost by irregular attendance, a greater loss than can well be afforded.

Such an attendance involves a great waste of time, not only to the pupil himself, but to the whole school, by increasing the number of classes, thereby taking all the teacher's time to hear recitations, whereas if all attended regularly, his time could be more profitably employed in giving practical explanations.

Irregular attendance is also discouraging to a teacher, for the reason that those pupils that are not in their places the most part of the time, make so little progress in their studies it is hardly perceivable. It has been remarked by some one, that "A pupil had better attend school

three months in the year, and attend regularly, than pretend to go ten months in the year, and be absent one-half of the time."

If parents would take the subject into serious consideration, we think that they would see at once the necessity of having their children attend school regularly, if they expect them to make efficient progress in their studies.

School Committee.—F. C. Bourne, R. A. Pierce.

WASHINGTON.

In order to reap the full benefit of our common school system, there must be not only competent teachers, but a regular attendance of the scholars. Every parent is bound to see that the means of education are not neglected or unimproved by his children. If children ought to be in the schools at all, they ought to be there regularly; and parents are bound to see that their children do not absent themselves from school without good and sufficient reasons. Children should be so governed both at home and in the school-room, that it will not be necessary to force them to go, but that they will go cheerfully and happily. Scholars and teachers, parents, school agents, and committees, have an important work on their hands. Let them do it faithfully, and the great objects of our common school system will be accomplished, and our State be one of the most enlightened portions of the civilized world.

School Committee.—Eben L. Clark, F. W. Manley.

NORFOLK COUNTY.

DEDHAM.

We seem to have lost, the past year, our usual average of constant attendance. We trust this evil will cease for the future. A school that is worth attending at all, is worth attending punctually. We expect our teachers never to be tardy, never to be absent, unless for reasons imperatively necessary.

School Committee.—Samuel B. Babcock, John Fessenden, Ebenezer Fisher, Henry Gay, M. M. Colburn.

FOXBOROUGH.

Year after year it becomes the duty of the Committee to call attention to the habit of irregular attendance, and the great evils resulting therefrom.

It is needless to enumerate them. Is there any more necessity of scholars losing their labor in school, than their parents their labor at their usual avocations. Every suitable expedient should be adopted to check and eradicate this habit, also to procure punctuality. Parents should lend their aid and co-operation in the matter. Cards showing the attendance of each scholar; also, other facts have been weekly sent to parents with most beneficial results in some of the districts. In other districts the attendance the past year has not been as good as last.

None can plead ignorance of the facts; and we sincerely hope that pains will be taken to make a still greater improvement, as it will be seen by the continuance of the Table of last year that we stand above mediocrity in this respect.

Attendance for 1854–5, was .841 per cent.; County Rank, 3; State Rank, 44.

Attendance for 1855–6, .931 per cent.

School Committee.—J. E. Carpenter, J. Littlefield, Julius Carroll.

FRANKLIN.

In accordance with a precedent before established, we here insert the names of those pupils who have not been absent or tardy during the several terms; although we by no means claim that others than those named are not equally deserving of merit, but who, from unavoidable causes, were absent a day or two. And were it not for the fact that punctual and constant attendance is highly important, and also that the insertion of pupils' names in the school report of last year, served as a powerful stimulus to many others, as was designed, we might be inclined to omit this portion of our report, from the seeming injustice before alluded to.

School Committee.—Waldo Daniels, Asa Hixon, Joseph Thayer.

MEDFIELD.

We are happy to state, that, in regard to the regular and punctual attendance of the scholars, there has been a decided improvement in several of the schools. The Registers show, however, that there are yet cases, in which their absence and want of punctuality have reached to a large proportion of the whole school term; and this, too, where neither remoteness of residence, nor ill health, could furnish an excuse. The real evil to be feared, in such cases, does not yet seem to be properly understood or felt. It is not confined to the loss of whatever benefit might have been gained from those exercises, which belong to the day or the hour when a scholar is absent, or to the importance of an unbroken attention to all the remarks and explanations of the teacher in regard to every lesson. The scholar's mind is apt to be diverted to other objects, and to lose its interest in those studies, which are pursued only with frequent interruptions. He loses the beneficial effect of that impulse and excitement felt in the very atmosphere of a school-room, where any true life exists,—where industry, order and the love of learning reign. He loses that mysterious but powerful influence, which, in every good school, is constantly passing from mind to mind; becomes visible in the eager faces of the scholars, and is expressed in all their recitations and exercises. Such a loss we think worthy of serious consideration.

Chairman.—Charles C. Sewall.

NEEDHAM.

A cheerful, a full vote for liberal appropriations for supporting the schools, is creditable to the character of a town, and the care and vigilance of parents and others, which shall induce the children's constant and punctual attendance at the schools, sickness and other necessary causes not preventing, would be equally creditable.

Great loss in the State Educational Department, as appears in the Secretary's Report for the past year, is the cause of general complaint from every part of the State. We, in common with many towns, suffer in this regard. Our School Registers have annually exhibited far too many proofs of absence and tardiness.

The average of the State for attendance, 1854–5, was .74 per cent. Needham, for the past year, about .70 per cent. Above us, by the State returns, are 182 towns; below us, 149. We stand sixteen below the average of towns. The lowest attendance of any town is 35 per cent.

Let us compute the loss in money for Needham. Thirty per cent. on about $2,200, equal to $660. Ten per cent., certainly not less, is lost to the schools by interrupting the order and regularity of class recitations, &c., by absence and tardiness; $220 added to the $660, gives us $880 loss. Let it be understood that we have a goodly number of scholars of both sexes against whose names not a mark of absence or tardiness is found; and a goodly number more who deserve highly to be commended for successful efforts at punctual attendance; yet the Registers testify of others that their days of absence and tardiness exceed the days of their prompt attendance. Now it is in the power of parents to correct or greatly to lessen this evil; and we would, in all kindness, urgently request parents, who may have been remiss in this important concern, to take efficient measures to have their children henceforth among those against whose names on the Registers a mark denoting absent or tardy shall not be found.

School Committee.—Daniel Kimball, Nathan Longfellow.

STOUGHTON.

It was a matter of much regret, and ought to be a subject of severe rebuke, that some members of the oldest class, remaining in the school, were not disposed to be either studious or obedient. Great care was taken in the selection of a teacher for this department, and one was finally obtained, who not only possessed a thorough knowledge of the branches taught, but who had spared neither time nor money in obtaining the best methods of *communicating* that knowledge. The instruction was thorough and discriminating, but in consequence of the circumstances to which we have alluded above, the progress was less than might have been desired. One reason why no more was accomplished, was that the attendance was extremely irregular. If a scholar is at play in the streets, or lounging in the shops, it is not the fault of the teacher that he does not make good progress in those studies which are indispensable to usefulness or respectability in life. It may be, however, that this fact *is* the fault of such a scholar's parents, who ought, not only in justice to the child, but in justice to the community, to send their child to school. Is not this a matter for serious consideration by parents? The school appeared better at a visit made during the latter part of the term, than at the closing examination; and this was partly owing to the fact that, on this latter occasion the scholars spoke in such low tones of voice as to be almost inaudible. The teacher apologized quite aptly for this defect, by saying that the scholars were so unaccustomed to visitors in

their school that they were easily intimidated. We hope their parents and friends will hereafter deprive them of this excuse, by frequent visits. Only about thirty-five scholars, out of seventy-one, were present during several of the last weeks of the term, or at its close.

We must allude, with sincere regret, to the poor attendance of the pupils of this school, and also at the other schools constituting the Intermediate and Primary departments. There have been some worthy exceptions, (one of which was that of a scholar who, during the whole school year of nine months, was never absent nor tardy,) but the general average of attendance has been bad. By this vice, which in this district has grown so great, the most serious evils are occasioned. With the best of teachers, under such circumstances, the prosperity of the schools must be greatly hindered. Parents ought to realize the lamentable injuries they and their children thus sustain. The money which they pay for the support of the schools is mainly thrown away; and by this indulgence of their children, their education is not only seriously hindered, but loose and irregular habits are thus formed, the sad effects of which upon the character, no after effort or time can eradicate.

School Committee.—Cyrus S. Mann, Silas S. Gifford, James W. Dennis.

WALPOLE.

The scholars made unusual progress in learning. The average attendance was unparalleled in any school in town this winter, or at any other time within our knowledge,—being ninety-four per cent. of the whole number. We give it this special notice, because it shows what can be done when parents, scholars and teachers, are united in carrying forward the interests of the school.

The school was well taught. And yet it was not what it should have been. Not through the fault of the teacher, but through the irregular attendance of the scholars. Taking both terms together, the average attendance was about eighty per cent. of the whole number,—that is, one-fifth of the school was always absent. There were a few cases of protracted sickness; but, generally, a little zeal on the part of parents would have secured the attendance of the others—in this school, more than in most other schools, because scarcely any of the scholars are under eleven years of age, and the greater part live near the school-house. Would it not be well for those who joyfully embrace every opportunity to disparage our schools and teachers, to notice such facts as this? Perhaps they may learn where the fault lies.

In this connection, we would recommend to parents more caution in

giving to their children permission to be dismissed before the close of the school. Not a day passes, in some schools, without notes like this,—"Please to dismiss John at three o'clock, or at recess." No doubt there may be occasions when this is proper. But a pretty extensive observation has convinced us that a large proportion of the dismissals are for frivolous reasons. The injury to the individual and to the school is so great, that the practice cannot be justified, except by the most pressing necessity.

We have been sorry to observe, in many instances, that boys are taken from school at an early age,—from twelve to fourteen, perhaps,—just at the time when they are beginning to profit most by its discipline. As if parents were calculating with how little their children could start in life, instead of feeling that all they could acquire by the longest attendance, would fail to fit them worthily to fill their appointed places in the world. Take a child from school at eleven or twelve,—put him at work with companions as ignorant, and with no more moral culture than himself,—keep him there till twenty-one, employed in labor that exercises his hands almost exclusively, and can we be surprised that he stands ever after on a low level, both mental and moral? We would urge upon parents the duty of extending the time of their children's attendance, as far as possible. Your object is to give them the best education,—to subject them to a thorough mental discipline, that shall fit them to act judiciously in any sphere of life,—to stimulate and gratify an endless desire of knowledge. Do not imagine these ends can be reached in a short time. It is only by long-continued and diligent efforts, under good teachers, that you can realize the object of your wishes.

Chairman.—J. M. Merrick.

WRENTHAM.

In order to secure the greatest amount of benefit from our public schools, parents must—first, send their children to school regularly, constantly and seasonably. This proposition is so self-evident, that proof is needless; for, if children are not at school, then the teacher's instructions and influence cannot reach them; and if suffered to be tardy, a portion of the exercises is lost, the school disturbed by their unseasonable entrance, and, worst of all, habits of negligence, indifference, and slothfulness in the performance of duty, are formed and cherished, which the unhappy culprit will probably carry with him through life. And yet, parents are found, more or less, in most or all of our districts, who, if

judged by the record of their children's attendance at school, appear to be wholly indifferent to these consequences of irregular or unseasonable attendance.

Even pecuniary considerations, reputed the most potent with Yankees, as well as their proverbial sagacity and shrewdness, appear, in this matter, to be utterly at fault. While rigidly exacting, to the last cent, the value of their money in every other pecuniary transaction, in respect to this, which involves the moral and intellectual culture of their offspring, they appear to be reckless. The money, in the shape of taxes, they *must* pay; and therefore stoically submit to it, as an unavoidable periodical infliction; but that the money is expended for the benefit of their children, does not once occur to their minds. If this is not so, how are we to account for the fact, so often experienced and deplored by teachers, that scholars are frequently, for the slightest cause, or for no cause at all, except the whim or caprice of the child, kept from school, days, and sometimes weeks together; How else can we explain the fact that, in Nos. 6, 11, and 14, one-fourth of all the money expended for schools in those districts, and nearly one-fifth in Nos. 7, 15, 17, 4, and 2, was, in respect to the amount of benefit it might have conferred, absolutely thrown away?

O, when shall we see a tithe of that economy, so laudably practised in every other phase of social life, applied to the management of our educational interests!

The table accompanying this report will, we think, be found to contain a mass of information in reference to the schools, which is worthy of being deeply pondered by every one who has at heart their greatest usefulness and prosperity, as well as the individual welfare of our children and youth.

From this table it will be seen that in some districts, a fearfully large number of persons between the ages of five and fifteen years did not attend school at all, during the past year. For instance, No. 13 had fifty different scholars in school; of these, five were over fifteen, leaving forty-five between the ages of five and fifteen; while the whole number in the district between those ages was fifty-six; showing that eleven persons, or nineteen per cent. of the whole number, never attended school at all. So, in No. 16, there were ten persons, or twenty-five per cent.; in No. 9, seven persons, or twenty-five per cent.; No. 15, eighteen persons, or thirty-four per cent.; in No. 2, twenty-two persons, or thirty per cent.; in No. 7, fourteen persons, or thirty-one per cent. in respect to whose direct personal benefit, derived from our schools, the money of the town has been utterly thrown away. These are only specimens of what might be shown to be the delinquencies of every district

in town, (if the returns of the prudential committees are reliable,) as any one may see by comparing the column in the table of "Whole number of different scholars," (after deducting those under five, and those over fifteen years of age,) with the column of "Persons between five and fifteen years of age."

This ought not to be so; it must not be so, unless we are ready and willing to provide homes, ere long, for these children, in our jails and houses of correction, as persons who, by their idle and vicious habits, are dangerous to the peace of the community, and by their ignorance, unfit for the duties and responsibilities of freemen. The rising generation must be educated; not intellectually alone, but morally; not in a knowledge of grammar, geography, arithmetic, &c., merely, but in those great moral principles of truth and rectitude which must underlie and sustain every virtuous character. If we mean to transmit the fair inheritance received from our fathers to our children, they must be thus educated; and in respect to vast numbers of them, this education will never be obtained, except in the school-room. This position, we presume, none will deny; and therefore the momentous inquiry forces itself upon us,—How shall this state of things be remedied? If the perpetuity of our free institutions depends mainly on the virtue and intelligence of the people, it is certainly time to look about us, when such facts as these are brought to our knowledge.

The statute of 1852, chap. 240, provides that "Any person having the control of a child between the ages of eight and fourteen years, shall send such child to school during at least twelve weeks in each year, six of which shall be consecutive." And the same act makes it the duty of the school committee to inquire into all violations of this law, and report the same to the town, for prosecution by the town treasurer—the penalty being a fine not exceeding twenty dollars. To carry out the wise and wholesome provisions of this law, which our legislators have interposed to prevent the increase of vagrancy, ignorance and vice, the Committee intend their efforts shall not, in future, be wanting.

Another fact exhibited by the table, is the great loss of time, and consequently of money, suffered by those who *do* belong to the schools, but who lose a portion by irregular attendance, amounting, in some districts, to more than one-fourth of the time; as, for instance, Nos. 6, 11, and 14. It is true, the past winter has been one of uncommon severity, and we can readily believe that a portion of this absence from school was unavoidable; but when we find that the percentage of attendance in the summer was but little, if any, larger than in winter, and in respect to No. 6, more than eleven per cent. smaller, we are compelled to look elsewhere for a cause of this irregular attendance. Besides, if the

weather was in fault, how happens it that No. 6 should stand seventy-three per cent., while two miles east the percentage is eighty-six, and three miles west, ninety-one? The whole number of scholars in our public schools in winter, was greater by thirty-one than in summer; and the average attendance greater, by thirty-eight, in winter, than in summer.

We are, therefore, compelled to exonerate "Old Boreas" of nearly all blame in this matter, and must attach the cause of this delinquency to something nearer home. In some cases, scholars do not enter school until some weeks after its commencement; and in others, leave as long before the term closes. In many instances, too, parents allow their children to absent themselves from school for the most frivolous reasons; frequently for no reason at all, but the whim of the child; thus directly leading him to inflict an injury on himself, and also on the character of the school of which he is a member.

In some instances, a terrible malady, known as the "Examination Fever," breaks out in school, and for the want of administering the proper remedies, as soon as the premonitory symptoms begin to show themselves, the disease rapidly develops itself, and has, in some instances, been known to carry off numbers of the scholars, one day or more before the close of the school. Teachers, it is true, have access to a few medicines which are usually successful with certain constitutions; but the sovereign remedy for this disorder, which never fails of effecting a cure, if properly applied, is always within the reach of the parent, and on him, therefore, rests the responsibility. To one or more of these causes, is the low percentage in Nos. 6, 11, and 14, to be mainly attributed.

But, notwithstanding a loss in these, and a few other districts, we congratulate the town, that, on the whole, our schools have advanced two per cent. in attendance, over former years; and that parents are beginning to arrive at the conviction that it is bad economy to establish schools, hire teachers, and then keep their children at home from one-fifth to one-third of the time. As evidence of this, there were thirty more scholars in summer, and eight more in winter, in the schools, than last year; and the average attendance in summer was thirteen, and in winter forty-two, greater, in proportion, than last year.

The schools that pre-eminently distinguished themselves in respect to attendance the past year, as will be seen by the table, were Nos. 7, 9, 18, 19, in summer, and Nos. 1, 9, 18, and 19, in winter. No. 1 merits especial praise, having given a percentage in winter, higher by ten, than was ever before given in the district; and never exceeded but once, in any school in the town. In this district, too, we have the only scholar

in town, at present, who has given a perfect attendance during five years, consecutively. In another important respect, we are happy to report great progress—we mean in respect to punctuality. The whole number of tardinesses last year, was 4,954; this year, 3,872; showing a gain over last year of 1,082. When we consider the vast importance of promptness and punctuality in the discharge of all the duties of life, and when we consider that the habits which are to characterize those who are to succeed us on the stage of life, are being formed, or strengthened, now, in our schools, the importance of this item will not, we hope, be overlooked.

While in most of our schools, progress was made in this respect, we would mention No. 6 as having excelled all others, in its onward advances. The fact that in one year the marks of tardiness diminished five hundred and sixty-four in this school, leaving only eight hundred and sixty-three for the past year, is evidence of most gratifying progress. We confidently expect to see No. 6, ere long, taking its station side by side with the schools most noted for punctuality in the town.

No. 18 had but sixteen instances of tardiness in summer, and not one in winter; this being the first instance in the town of perfect punctuality during a whole term. We would also mention Nos. 1, 3, 15 and 17, as among those which are entitled to high commendation, for the decided progress made in this direction.

School Committee.—Calvin Hitchcock, John Dwight, Edwin E. Blake.

BRISTOL COUNTY.

ATTLEBOROUGH.

All parents should be anxious for the welfare of their children. It is presumed that they will desire to know, and esteem it a privilege to be informed definitely, about their character and improvement in school. In accordance with this view a daily Record, similar to the following, has been sent home at the end of each week, for the examination of

parents, to be returned the following Monday with the parent's signature :—

I am now forming a Character for Life—and for Eternity. This is my Sowing Season.

ATTLEBOROUGH, SCHOOL DISTRICT No.

Daily Record of the Attendance, Deportment, and Scholarship of
for the month ending 185

	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
Reading, ...																				
Spelling.																				
Arithmetic, ...																				
Grammar, ...																				
Geography, ...																				
Physiology, ...																				
History, ...																				
Tardiness, ...																				
Absences, ...																				
Dismissions, ...																				
Communications, . .																				
Deportment, ...																				

P. Perfect. *E.* Excellent. *G.* Good. *F.* Fair. *I.* Indifferent. *B.* Bad. *C.* Censurable Tardiness, Absences, Dismissions, and Communications marked by figures.

☞ Parents and Guardians are desired to examine and sign this card weekly.

———— *Parent.* ———— *Teacher.*

By this means, all truancy may be discovered. If the Record be faithfully kept, the parent may know of his child and govern him almost as well as if he were teacher himself. Indeed he may often do better than if actually present, for he may govern him by influence while absent.

The Record may be carried home as often as the parent wishes. This system of marking is believed to have produced not only a higher degree of scholarship, but also a more perfect attendance; for the average

seems to be higher than that of any previous year. Teachers have spoken of the beneficial effects it has produced upon their scholars. We would earnestly recommend to parents to make diligent use of the means thus placed in their power, to elevate the character of their schools and benefit their offspring.

In 1851–2, our average attendance was 600 out of 864 persons between five and fifteen years of age; expressed decimally it was—.6,944. In this respect Attleborough ranked number 210 among the towns of the Commonwealth. For the last five years the average attendance has been as follows:—

Year.	*Average.*	*Rank.*
1851–2	.69-44	No. 210
1852–3	.70-51	No. 212
1853–4	.59-93	No. 277
1854–5	.71-56	No. 181
1855–6	.71-85	No. ——

Two years ago the number of towns in the Commonwealth was 328. The percentage of attendance in 276 of these was higher than that of Attleborough, having only 50 below us. This ought not so to be. We need not boast of our interest in the cause of education while we rank so low, and do not care enough about our schools to send the children regularly to them after they are provided. It is evident that a proper estimate upon the value of education is often wanting. Children are frequently absent because they can earn a few cents at home. This should not be. It costs no more to support a school when all are present, no more for instruction, no more for books, no more for fuel, than when but half the school are present.

Absence discourages the teacher, detracts from the interest which the scholar feels in his studies and from his ability to understand them. It breaks the connection which his lessons have with the preceding, by depriving him of a knowledge of those which intervene and serve as a connecting link between them. It retards the progress of the class and drowns the enthusiasm of the forward by keeping them so long on what they already understand, waiting for the poor scholars, such as the irregular ones are, and must necessarily be, to overtake them. Irregular attendance is a great and formidable evil. By it the instruction is wasted, the school deranged, and the children form bad habits.

Who is to blame? Where shall we look for the remedy? In most cases it is with the parents. Until they apply the appropriate remedy—until they make some effort to send the children regularly, it cannot be prevented.

Superintendent.—GEORGE A. ALLEN.

BERKLEY.

Again, the punctuality of the scholar in his attendance depends, in some instances almost entirely, and to a great degree in all, upon the parent. The want of punctuality is an evil of the most serious character in whatever light it is viewed, and it is one that has prevailed during the past year to a very considerable extent, though perhaps not more than in previous years. The loss of time at school can never be repaired; it is a forfeiture without redemption in the vicissitudes of life. Fortunes may be lost, but the hardy hand of industry can create them anew. But the absence of a child from school, or his tardy attendance, makes an item of loss that neither labor nor skill can repair. What spring is to autumn, youth is to manhood; and if the seed-time be neglected, it will be vain to look for a harvest, except it be of thorns. Besides the disastrous effect that it has upon his proficiency in his studies, it has a tendency to establish a habit of negligence in the pupil, and want of punctuality in other respects; and there is no habit not of a decidedly vicious character, that is more to be deprecated. Of all the business qualifications of a man, none stand higher than punctuality, to inspire those with whom he may deal with, with confidence in the performance of his engagements; its necessity therefore cannot be too early or strongly impressed on the mind. But every tardy attendance of the child upon the school permitted by the parent, is only a lesson tending to create one of an opposite character, which, when once established, is rarely shaken off, but will cling to him through life like the poisoned shirt of Nessus, and, in some respects, will be almost as uncomfortable.

School Committee.—D. S. Briggs, A. B. Chace, M. M. Andros.

EASTON.

Many parents, it is feared, do not consider the consequence of the injury done to their children and the school to which they belong, by irregular attendance. We would respectfully request parents whose children's attendance is irregular, to ask the teachers of their children —to ask the most eminent educators of the young, what are the consequences of such irregularity. We believe that they would all unite in saying that it weakens the love of study and hinders the advancement of mental culture. It is wished that parents would take deeper interest in the common schools, by visiting and encouraging them by their

presence. Such visits stimulate the teachers and scholars in their respective duties.

School Committee.—Amos Pratt, Anson E. York.

FAIRHAVEN.

Irregular attendance is also an evil of no small magnitude, and we cannot too strongly impress upon the minds of the parents, the necessity and importance of their taking some action to remedy the same. Former school committees, in their reports, have spoken of this evil as one of the most perplexing difficulties to be encountered, and one of the greatest obstacles lying in the way of the perfect success of the schools. Judging from our short experience of one year, we know this to be true. A school may have a teacher every way competent to fulfil the duties assigned him; scholars bright, active and intelligent, but if there be not a regular attendance of the scholars, the school cannot attain a high standard, either in scholarship or discipline. We think that the parents do not seriously consider the injury done to the child who has acquired the habit of being absent from school. The time of childhood is too valuable to be wasted and misspent in this manner; and in addition to the injury done to the absentee by being retarded in his studies, and indifference of manner when at school, the whole school is affected more or less by the same cause. The teachers and school committee can, of course, do something towards arresting this evil, but the remedy lies mainly with the parents or guardians of the children, whom, we trust, during the coming year, will manifest more interest in the schools, and endeavor to establish regularity of attendance.

School Committee.—Job C. Tripp, Job Almy, Frederic Jenney, Martin L. Eldridge, James Burt.

FALL RIVER.

The Revised Statutes require that all children under fifteen years, employed in manufacturing establishments, shall attend school three months in each year. This salutary law, and also the law concerning truant children and absentees from school, (the latter at the request of the city authorities,) have been subjects of frequent consideration by the Committee; and whenever the statutes, relating to children in manufacturing establishments have been violated, and that fact was known by the committee, and was not within the exceptions provided in the

statutes, it has been their objeet to require the attendance of such children at school.

But there are difficulties attending the exeeution of this law, which it is not always easy, if practicable, to obviate; but which might be greatly lessened by the cordial eo-operation of all our manufacturing companies with the Committee.

Many of the families of such children are poor, and some of them depend entirely upon the labor of their ehildren for their daily subsistenee. In such eases, misrepresentations are not unfrequently resorted to, as well to the manufacturer as to the committee; which are, many of them, not without difficulty detected. This, however, does not impair the value of the law requiring the edueation of sueh children, nor the importance of having it enforeed; but it does explain some of the diffieulties to be eneountered in executing the law, and some of the facilities used in evading it.

The Committee respectfully recommend to the eity government, the appointment of a Truant Commissioner, whose services, if faithfully performed, will, in addition to his legitimate duties, greatly aid the efforts of the board, advance the cause of education, and do much to promote good morals among the ehildren, who, without employment, and seldom at school, are misspending their time in the streets, or with others of a similar eharacter, in some less respeetable place.

School Committee.—James Ford, A. S. Tripp, J. M. Aldrich, J. Dwelly, J. E. Dawley, E. T. Learned, S. Angier Chace.

FREETOWN.

In regard to the average attendanee of our seholars, as eompared with the other towns in the State, and alluded to in the report of your committee last year, we stand very low, number 321; that is, 320 towns, are above us, and only six towns below us. In this county we stand the lowest in this particular, our average attendanee last year being only about 46 per eent., that is, only 46 seholars attended school out of every 100 scholars in town between the ages of five and fifteen. This year we have made a great improvement in this respeet. In the Union School, taking the fall and winter terms together, the average attendance was 93 per eent., and during the autumn term alone, it was 96 per eent. In distriets number one and two the attendance has been 91 per eent.; and throughout the whole town, instead of 46 per eent., as last year, it has been 73 per eent. of the whole number of seholars between the ages of five and fifteen.

School Committee.—Thos. G. Nichols, Silas P. Richmond, Reuel Washburn.

MANSFIELD.

On our first visit to the schools we stated to the scholars that we had no "Franklin Medals" to bestow upon them; but that those who were perfect in their attendance should have their names mentioned in our report.

We are glad there are so many of them, and hope they will be encouraged by this honorable mention, to try again, and that another year may show the number doubled. There are many more who can, by a little effort, be perfect in attendance during the whole year.

List of Scholars in each District, whose attendance at School has been perfect.

s. denoting summer; *w.* winter, and * through the year.

No. 1. Emily A. Spraker, *s.*, Sarah J. Holmes, *s.*, Mary A. Clapp, *s.*, William S. Clapp, *s.*, Josephine E. Stearns, *s.*, Laura A. White, *w.*, Alfred D. White, *w.*, George F. Austin, *w.*

No. 2. Helen H. Hartwell, *w.*, William T. Allen, *w.*, Laurana E. Wilbor, *w.*, John Hartwell, *w.*

No. 3. Angenette M. Hall, *s.*, Mary J. Goodwin,* Ellen C. Goodwin,* Harriet L. Goodwin,* Martha A. Richardson,* Emma J. Richardson,* Eveline Fisher, *s.*, Abby E. Thomas, *s.*, Miriam Washburn, *s.*, Edward T. George, *s.*, Edward Richardson, *s.*, Charles C. Farrington, *s.*, Edward A. Goodwin, *w.*, George A. Fisher, *w.*, Oliver M. White, *w.*

No. 4. Francis Cogswell, *s.*, Josephine E. Brown,* Charles B. King, *s.*, Charles H. Morgan, *w.*, William H. Skinner, *w.*, Olive E. Beard, *w.*, Harriet E. Kingman, *w.*, Orren W. Manuel, *w.*, Helen A. Packard, *w.*, Mary P. Dunham, *w.*, Angeline Champney, *w.*, Sarah A. Blanding, *w.*, Albert A. Tilson, *w.*, George R. Beard, *w.* *Primary Department.*—William M. Moran, *s.*, Charles C. Skinner, *s.*, Henry L. Stearns, *s.*, Edgar W. Allen,* Sarah F. Grover, *w.*, George E. Snow, *w.*, Herbert E. Hamilton, *w.*, Timothy Dunniwin, *w.*, Anna F. Beard, *w.*

No. 5. Edward E. Perry,* Edward T. George,* Herbert L. Shepard,* Edgar F. Cobb,* George F. Harding, *s.*, Arthur E. Shepard, *s.*, Susan Bemis, *s.*, Ann E. Harding, *s.*, Sarah A. Harding, *s.*, Laban Smith, *s.*, Mary A. Fisher, *s.*, Mary A. Shepard, *s.*, Frederic Perry, *w.*, Franklin Wood, *w.*, Eldora George, *w.*, Augustus Shepard, *w.*, Emma Cobb, *w.*, Nathan Cobb, *w.*, James A. George, *w.*, Emily Mason, *w.*, Narzett Mason, *w.*, Josephine Brown, *w.*

No. 6. Elwood Grover, *w.*, Abner Middleton, *w.*

No. 7. None.

No. 8. Lydia A. Briggs, *s.*, Amanda M. Fisher, *s.*, Aristo G. Fisher, *w.*, William B. Hodges, *w.*, Edward B. Hodges, *w.*, S. Ellen Hodges,

w., Amelia L. Fisher, *w.*, A. Allen Fisher, *w.*, Erastus F. Williams, *w.*, Cephas P. Grover, *w.*

The number of perfect attendances in summer was twenty-seven, in winter, fifty-seven; of whom eleven were perfect during the whole year.

School Committee.—Nathan Cook, Erastus Brown, W. A. Crowley.

NORTON.

Parents and guardians should always see that those under their care avail themselves of all the advantages which a regular and punctual attendance on our schools can secure.

Your Committee have observed in several of the School Registers many black marks, indicating numerous instances of absence and tardiness.

This ought not so to be. No good farmer, manufacturer or mechanic would suffer his employees in their absence or tardiness, for the lame and flimsy pretexts which pupils give for their irregularity. The man who suffered such things, would be thought insane, or at least that he was doing a down hill business. Are the precious interests of our children of less consequence to us than a day's work of our help?

The truth is, there is no need of this. How much of truancy there is in our public schools, we can never tell, and what is worse than all, many do not care to know!

Busy and easy parents think their children are at school, when they are in the streets, in bad company or in actual mischief. During term time, parents should *personally* take care, that their children give their whole time to the school-room, and to the business of learning.

There is another view of this matter that should not be lost sight of, and that is, the actual loss of property which this absence involves.

Your Committee are confident, that an accurate investigation would demonstrate to our fellow-citizens the startling fact, that at least 25 per cent. of all the money appropriated for the support of schools in this town, is entirely lost on account of this absence and tardiness.

Children and youth look into the great book of life with a dull and bewildered vision. They do not see the use of regular and systematic attendance. But parents see and know, or ought to know the benefit of these things. Do not then, fellow-citizens of Norton, allow your children their choice of going to, or staying from school as they may think best. Above all things do not permit your children, or those under your care, to be absent at the closing examination.

Parent, guardian, friend, confer on your charge one blessing, let that be the *key* of knowledge, and the blessing of him who is ready to perish will be yours.

School Committee.—C. Comstock, T. T. Rockwood, A. A. Lincoln, Jr.

REHOBOTH.

We would respectfully request parents, whose children attend school irregularly—and our School Registers contain melancholy proof that the number is not small—to ask the teachers of their children—to ask the visiting committee of their schools—to ask the most eminent practical educators of the young, what are the consequences of such irregularity? We believe they will all unite in testifying they are of the most diastrous nature.

With one voice they would say that irregular attendance at school weakens the love of study, cherishes an unsettled disposition, and is one of the most formidable obstacles to advancement in learning. It certainly is an occasion for surprise and deep regret that parents will, for some trivial reason, subject their children to evils of so serious a character.

School Committee.—Geo. H. Carpenter, Mark O. Wheaton.

TAUNTON.

Your Committee are impressed with the belief that want of regular and punctual attendance is a serious detriment to most of our public schools, and they would respectfully call the attention of parents to this point, believing it is in their power to remedy, if not entirely remove, the evil. Want of regular and punctual attendance at school not only exerts a pernicious influence upon the interests of education, but upon the character of the children themselves. Children should be early impressed with the idea that going to school is one of their most important duties. And this can hardly be done, if they are either kept at home without the most urgent necessity on the part of parents, or are permitted to absent themselves upon trifling and unimportant occasions. Be very careful not to give your children the impression that going to school is of secondary importance—that the demands of fashion, or pleasure, or even of pecuniary interest, be not allowed to take precedence of it in their minds. Children should not only be sent constantly, but punctually, to school. There are many evils resulting from tardy attend-

ance upon school, and among them, not the least is the influence it exerts upon the character of the children. Suffer a child to grow up without any regard to punctuality in his attendance upon school, and this will in time become a distinguishing trait in his character, and he will through life be half an hour too late in every thing. The Committee cannot but express the hope that parents will feel disposed to make great sacrifices for the purpose of sending their children to school every day, at the precise hour, and they may rest assured that by so doing they will make the school much more beneficial to their children, save the teacher much trouble and perplexity, and do much towards advancing the general interests of education.

School Committee.—Andrew Pollard, I. D. Nichols, H. B. Wheelwright, Geo. M. Woodward.

PLYMOUTH COUNTY.

BRIDGEWATER.

The winter has been uncommonly severe, which has interfered with the regularity of attendance, in many schools, very much; and the progress of the classes has been retarded accordingly. There have been employed in our schools the past year, sixteen different female, and seven male teachers. We find that the custom of employing females in winter is gaining ground, and becoming more popular every year; not only here, but in other towns throughout the State. From the last Report of the Secretary of the Board of Education, we learn that while the number of male teachers employed in the schools of the Commonwealth, has within the two years next preceding that Report, decreased 249, the number of females employed has increased 495. We think that, in a majority of our winter schools, females can be employed with greater advantage than males. In four of the schools, the same teacher has been employed through the year. We hope this practice will become more general, wherever it is practicable; as much valuable time must be spent by a new teacher, in learning the habits and character of the school, and the individual advancement of its members, and thus

several weeks, in the early part of the term, be occupied in arriving at the point at which the former teacher would have commenced.

School Committee.—Lewis Leonard, Leonard Pratt, James E. Alden.

DUXBURY.

Another evil is the great loss that arises from the want of a constant attendance at school, loss in time, loss in labor, loss in money, an injury to the scholar, an injury to the school, an injury to the parent, and an injury to the town. The average loss to each district is nearly as follows:—in District 1 it is one-fourth; 2, one-third; 3, one-third; 4, one-fourth; 5, one-fifth; 6, one-third; 7, one-fifth; 8, one-fourth; 9, one-fourth; 10, one-fourth; 11, one-fifth; 12, one-fifth; and it is believed if all the other children in the town who ought to attend the schools were included, the loss would not vary much from one-third of the whole number. We have said that this non-attendance was a loss of time: the child must either attend school so much longer, or lose the benefit of that portion of time which has been misimproved; in either case, it is a loss of time. It is a loss of labor: no labor is so remunerative as that spent in the attainment of useful knowledge, and if this is not improved, it is a loss of labor. It is a loss of money: time is money; time is of more value than money; time misspent cannot be redeemed with money. The teacher is paid, but the child is absent; you then have lost your money, and you have received no equivalent. If those portions of time, not only in childhood, but in manhood, which are now wastefully thrown away, were gathered up, and used to the great purposes of human life, there would be no lack of moral, intellectual and physical abundance.

We have said, also, that these absences from school hours were an injury to the child. Do they not check his emulation, discourage his efforts, weaken his self-reliance, relax his taste for his studies, and cause him to forget what he has attained. He is disheartened; he sees his fellows outstrip him in the race, and gives up in despair of reaching the goal of ambition. The whole school, also, and more especially his class, is injured; one scholar behind his class is an unwelcome burden to his fellows, he impedes their progress; he must either be put back to accompany the absentee, or he must leap the unrecited lessons, and perhaps important principles involved in them, and struggle on until the class arrives at some new subject. These absences also greatly increase the labor, and impair the efficiency of the teacher. These effects upon both the teacher and scholar at the closing examination are appa-

rent to all. The parent also suffers more, much more than he gains by permitting his child to be absent from school. If the school term is three months, and his child is absent at different times during the term to the amount of one-third of the time, the other two-thirds are of but very little benefit; the whole term is about lost, both to the parent and child. The town, also, although liberal appropriations have been made, have wasted their funds, and worse than wasted them. It would have been better not to have raised so much money by one-third, and had that sum wisely improved. But this loss is not confined to this town, it is quite general throughout the Commonwealth; yet this fact does not lessen the evil, and a suitable remedy has not, as yet, been found or applied. Your Committee would suggest whether this evil could not, in some measure, be lessened by the legislature, by distributing the income of the school fund to the several towns according to the average attendance, rather than according to the number of children between five and fifteen years of age; or, by lessening the amount of school money on the part of the town. If the largest average attendance would secure the largest share of the bounty of the State, perhaps such pecuniary consideration would awaken the avarice, if not the moral and intellectual energies of the people to greater vigilance in securing a change for the better. Avarice is an unworthy motive of action, especially when a higher and nobler one is at hand; yet an unworthy motive, if it can be made to work a reformation, is better than nothing. Very bad medicines are often prescribed for very bad diseases.

Would less appropriations for schools, on the part of the town, tend to make the authorities of the town, and the parents of the children, more vigilant, and awaken a deeper interest, and induce a resolute purpose to effect a more constant attendance at school? It may be said that education is a good thing, and that we cannot have too much of a good thing; yet it is equally true, that the less you have of a good thing the more you value it, in other words, "the value of a thing depends upon its rarity." That golden mean between too much and too little is difficult to find; more than enough to answer the necessary wants, is a burden; less, is painful and disheartening.

Again, the prudential committee employ a teacher at seven or eight dollars per week. The number of scholars is fifty; the school progresses well for a while; soon one child is withdrawn, then another and another, until the school is reduced to twenty or twenty-five, and finally closes with fifteen. How much money has been needlessly and uselessly expended here? Could the best teacher accomplish much in such a school as this. The classes have been arranged, furnished with books, commenced their work, and recited some few lessons, and then broken up for the want of scholars; perhaps, at the next term, new books are again

required, or perhaps the scholar is detained at home, and his books are laid aside as useless. If children dislike their teacher, and parents listen to their complaints, and unguardedly before them speak unadvisedly, the teacher who has them in charge will find his task not an easy one, to restrain them within proper bounds. In instances like this, which, we are sorry to say, are quite too common, it may well be doubted if any good has been done taking the school in the aggregate. It is very rare indeed for a teacher to give universal satisfaction. When such an one is found, his services are invaluable, for he must be well informed, apt to teach, able to govern, ready to explain, combining firmness with mildness, and love with strict discipline, and a deep moral sentiment must pervade all his actions. If difficulties arise in school, between the children and their teacher, it would be better for the party aggrieved to submit the case to the Committee, rather than any dispute or angry words should take place between the parent and teacher. It is not well for the parent to go to the school-house, and there, in presence of the pupils, to upbraid and censure the teacher, even if he be in fault; far better would it be to seek at his or your house, a friendly interview and explanation, and if a satisfactory adjustment cannot be obtained, leave the matter with the Committee, where the law leaves it.

Your Committee would advise that no children should be taken from school during the term, unless in very extreme cases. If the teacher is too strict, or too lax in his discipline, too severe, or too indulgent; if found wanting in knowledge or capacity to impart instruction, or even if immoral in his character, do not take your children from school until the Committee have been consulted, and all other appropriate means fail. Children suffer less from strict discipline in school, than from no discipline at home, or in the street. And in the worst schools children will not learn so much profanity and vulgarity and other vices, as when out of school and among bad associates, and, it is to be feared too often when with those who have the care of them. Do not take your children from school. They are better under strict law, than under loose, inefficient and unstable ones. We profess to be a "law abiding people," let us impress this idea upon our children, while they are young, and susceptible of good impressions.

School Committee.—S. Stetson, J. P. Bradley.

HANOVER.

But there is another point to which we would specially call your attention, in comparing ourselves with others. We refer to the average

attendance in our schools. In 1853–4, more than forty per cent. of the $1,200 which was raised for the support of schools, was lost by the non-attendance of the scholars. In the list of 328 towns, Hanover ranked 283; the ratio of attendance being only 58.15. A great improvement, we are happy to say, has been effected the last two years. Still there was a loss of about twenty per cent. during the year 1854–5, and there will probably be about the same the year now closing. Hence the Committee would urge upon parents and guardians the importance of securing for their children the advantages of punctual attendance. If they do not, they may regret, when too late, the omission.

School Committee.—Samuel Cutler, Robert L. Killam, Albert White.

KINGSTON.

Another defect which has prevailed to a considerable extent in some of our schools, is truancy. In some instances, scholars have presented excuses for absence, purporting to come from their parents, which were written by other pupils. We would call earnestly upon the parents to second any measures which the teachers may think it advisable to adopt, to eradicate this great evil. We would also call your attention to a law passed at the last session of the legislature, one section of which makes it incumbent on the Committee to exclude from the schools all who have not been vaccinated.

School Committee.—Joseph Peckham, Alden S. Bradford, S. Franklin Packard, Noah P. Burgess, Thomas E. Lanman.

MIDDLEBOROUGH.

Much interest, too, is lost for want of punctual attendance on the part of pupils. The very best teacher cannot educate a class of children advantageously while their parents permit or allow them to spend all their time out of school in work. That the older members of the school may work some, we would not deny; but the work should not be of such a nature or quantity as ever to oblige them to be tardy at school, or to leave before school closes. Nor should any pupil be required to be absent from school. One day's absence not only retards his intellectual progress, but the whole class to which he belongs is made to suffer, and when absences are constantly occurring it is impossible to have a good school. One thing at a time is all any one can do and do it well, hence children should make study their chief business during the time

school is in session. The practice, too, of getting dismissed before the school closes should be avoided as much as possible. Parents never should requre their children to leave school, and teachers should not allow it without a special request from the parents. It not only robs them of the benefits of their studies, but it diminishes their interest in them and disturbs the whole school.

By referring to the table it will be seen, that during the past year, 33,038 days' schooling have been lost by whole days' absences, to say nothing about the time lost by being tardy. This time is equal to 137 years, seven months and eighteen days. The table also shows that the sacrifice of this lost time has been made at an expense of $848.12 to the town. Nor is this sacrifice of this amount of money all; for, if no time had been lost, the schools would have been infinitely better, and all parties concerned much better satisfied. Circumstances, however, render it necessary that there should be some lost time; but no justifiable reason can be given for having so much. It is hoped, therefore, that parents, considering their own pecuniary interests, will, in the future, take more pains to have their children punctual every day in their attendance at school.

School Committee.—S. W. Marston, Wm. H. Wood, J. W. Horton, L. Tandy, F. M. Hodges.

PLYMOUTH.

Prompt and regular attendance is another and an indispensable requisite to good school organization.

The record of attendance, as may be seen in the tables of the several schools, shows a higher practical regard generally to this matter than has appeared in any previous year of my acquaintance with the schools. Special effort has been made to visit the schools on the first day of the terms, and with particular reference to the attendance. Ten of the schools have begun and closed their terms with every scholar present. A much larger number have begun and closed with none absent except from sickness. In one of the Chiltonville schools there is a little girl who has not been either absent or tardy for two years in succession. The number of permits given to scholars, having forfeited their seats by absence or tardiness, was full twenty per cent. less the last term than during the first. The ready and cheerful response and co-operation which parents, with scarcely an exception, have given to efforts to secure regular attendance, is worthy of distinct and honorable mention.

There is much in these facts to encourage. It is evident that, taking our schools as a whole, there has not been at any previous time, so

healthful a sentiment relative to the matter of punctual attendance, as exists to-day. This conviction is cherished with feelings of gratitude to parents, and children and teachers. To the latter is great praise due for their unwearied efforts in this direction.

But it is not true that we have yet attained to the desired standard. Even a few instances of absence may greatly derange the work and progress of a class, and embarrass perhaps the operations of a whole school. Suppose a class of twelve in a Third Grade, Grammar, or High School. The first day of the term a new study is begun, or the first lesson is given in some principle new to the class. All are present but one, and proceed with the work. The absent one does not enter the school till a whole week after its commencement. Now while eleven of the class have been proceeding on successfully together, mastering well the elementary principles of the subject, always the most essential to after success, having received all the aid which the instructions of the teacher could give through some five or six lessons, he knows not the first thing about the subject. Now what shall be done? Shall the whole eleven wait till he can come up? That would be a manifest injustice to the class. Shall the teacher abstract time from that allotted to the class, to hear the back lessons of this absentee? That seems scarcely more just. Shall he be permitted to enter the class, and drag on as best he may? That will be an evident disadvantage to the rest of the class, and but a most unfavorable chance for him. What shall be done? What can be done? But suppose the scholar is absent not a few days only, but a month, what then shall be done for him? Or suppose that the absence be not at the beginning, but at some intermediate point of the term, the dilemma will be no better. On the very day of the scholar's absence, the class begun, it may be, the rule of proportion, or of the extraction of cubic root—a new chapter in English grammar—the binomial theorem in algebra—or some leading problem in geometry. The scholar may have been absent but a few days, but who cannot easily perceive that he must of necessity experience loss, which he can recover only with the greatest difficulty, if at all? The loss of a single lesson at certain points, in almost any branch of study, may subject to great inconvenience, and be retrieved only with the greatest effort. How difficult for a scholar, in these circumstances, to rise above the feeling of discouragement. How often, from this cause alone, does a child conceive a strong aversion not to the particular study in question only, but to all study, and all the exercises of the school-room? How does this irregularity, even of only one, disturb the whole order of things, and occasion positive loss to the whole class, and more or less to all the classes of the school! These things need only be hinted at to show to any reflecting mind how they must tend to perplex the teacher, and to derange the

order of the school, and not unfrequently to preclude the possibility of that good classification so essential to high success. The true principle is,—and I am happy in the evidence that it is becoming so generally an accepted principle, and is, with some sad exceptions, so thoroughly acted upon,—that the very day and hour the school sessions open, other claims on the children and youth are, in a great measure, to be suspended, and made to yield to the business of study. The policy of supporting schools, and then suffering children to be absent for the sake of protracting a visit, or to finish up some work—then sending them, often late—recalling them now and then before the close of school hours—detaining them now a half and then a whole day or a week—thus in effect abridging the term one-third or one-half, is indeed a most unwise policy. Besides, regularity in the attendance of scholars might be pleaded on the score of obligation to the teacher's reputation. No teacher can do himself or herself justice in a school of irregular attendance. The tax-payer, too, might urge a strong claim upon parents to see to it that their children are regular and prompt at school. Taxation for the support of public instruction is based on the principle that the public good will thereby be promoted. But the right to tax for making the provisions implies the right to expect, and, as it seems to us, to require that they be not neglected. The last Annual Report of the late Secretary of the Massachusetts Board of Education has some excellent remarks on this particular subject. That Report is in all respects a document of great excellence, and we respectfully solicit for it a careful perusal by parents and teachers.

Superintendent.—A. Harvey.

PLYMPTON.

The withdrawal of a large number of the most advanced scholars from the public to private schools, has had a tendency to diminish the interest in our public schools.

The great amount of absence and tardiness of scholars, which has been in former years such an evil and hindrance to the prosperity of our schools, has not, during the past year, been diminished, but still exists to an extent which demands your serious attention, and the exercise of all proper influences to overcome this obstacle to progress in our public schools. The average attendance in the summer schools, during the past school year, amounts in the aggregate to only about seventy-nine per cent. of the whole number of scholars; and in the winter schools, the proportion of the average attendance to the whole number of scholars is still less, being only about seventy per cent. of the whole number, (in

each case there is a small fraction over the amount named,) while of the time lost by reason of tardiness, we can form no accurate estimate. Suffice it to say, that if added to the amount of absence, it would increase that amount very considerably. And we believe that in many instances, if an accurate account of the time lost by tardiness in attendance, was kept, and such account was exhibited to the scholar to whose discredit it was made out, or to the parents of such scholars, they would be surprised at the amount of time lost in this manner. In some of our schools deficiency in attendance and tardiness, do not prevail to any great extent; but in others these obstacles to progress exist in a greater degree, and rather increase than diminish. Sickness, and other causes sometimes may occur to prevent the constant attendance of scholars; but a great deal of the absence from school is often, we think, wholly unnecessary; and for tardiness, in nearly every instance, there is no possible excuse. The absence and tardiness of scholars not only affects directly and seriously the progress of those scholars accustomed to these habits, but they affect the whole school, in a general sense, retard the general progress of the school, and are serious obstacles in the way of success, and sources of great inconvenience to any teacher, in any school where they exist. Although your attention has been called to these evils in former reports of the School Committee, still it would seem from the facts as they now exist, that not much effort, if any, had been made to apply a remedy. We would renewedly solicit your consideration of the subject. We would again ask, even implore you, as parents and guardians of youth, and those interested in the welfare of our common schools, to use your influence and authority to remedy these evils; and if you will do this, we are confident that, in a great degree, they will be overcome.

School Committee.—Isaiah Churchill, Isaiah S. Ripley.

ROCHESTER.

Among the objects to be secured in order that our schools may be efficient and profitable, are regularity of attendance, promptness in every duty, unquestioning obedience, truthfulness and conscientiousness, earnestness, diligence, thorough preparation of lessons, with the "Golden Rule" as the rule of intercourse between teacher and scholar. A system of discipline should be so secured as to accomplish completely these objects. It should have no rules that have not been well considered beforehand. It should *then* admit of no exceptions, but for the most indispensable reasons.

The system should be inflexible, earnest and thorough. It is much

easier to govern *perfectly* than *partially*, to say nothing of the advantage in temper and comfort.

No greater hindrances to the success of our schools are to be found, than absence and tardiness. More than one-half of the school appropriation is lost to many of our scholars through their indifference, the negligence of the parent, or a want of interest on the part of the teacher in this respect. Our schools must and will suffer as long as this state of things continues. We have no hesitation in saying that if parents felt the responsibility that rightly attaches to them, a great step would be taken towards its legitimate remedy. But if parents will not see the evil effects of this careless and indifferent indulgence of the child, we verily believe it to be the duty of the teacher to adopt and enforce such rules and regulations as shall secure punctuality.

It is said of Melancthon that when he made an appointment, he expected not only the hour, but also the *minute* to be stated, that no time might be lost in the idleness of suspense.

School Committee.—J. Wesley Phipps, Weston Howland.

SCITUATE.

The following list will show the average percentage attendance of each school in town, from the best to the poorest attendance:—

1. Centre Primary,	.86
2. Brook Street,	.82
3. High School,	.81
4. Grove Street,	.80
5. Union,	.79—
6. Willow Street,	.79
7. Prospect Street,	.77
8. North Main Street,	.76
9. West Primary,	.75
10. Greenbush Primary,	.74—
11. Egypt,	.74
12. Neck,	.71

Whole number of scholars this year between five and fifteen,	481
" " " last year " " "	472
Average attendance this year,	.78
" " last year,	.75
" " last year in the State,	.74

There appears some discrepancy between the school report of last year and that of the Board of Education. It would appear from the

School Committee's Report, that .75 was the average attendance, while the Secretary of the Board of Education places it at .85. It appears from the above that 22 per cent. of the scholars in town are deprived of the benefits of the schools. Is this town prepared thus to sacrifice one out of every five on the altar of ignorance? If so, call them all together, mark those you best can spare, and set them by themselves that the other four-fifths may be uncontaminated. Or viewing the subject nearer home to some—Are this town's coffers so full that it is able thus, year after year, to squander one-fifth of its school appropriations? or if able, willing? or if willing, so wanting in frugality? This is an alarming evil, and one which school committees up and down the State are discussing to-day. Many towns, and with good effect, have adopted the following rule:—Whenever a scholar shall absent himself for five half days, during one term, unless in case of sickness, he shall forfeit his privilege of attending school the remainder of the term. There is another measure which, if adopted, might be beneficial, which is classifying the irregulars by themselves, that the regulars may go on their way rejoicing. Those belonging to the former class would use every exertion to get promoted from so disgraceful a class. If necessary, the Committee might offer a medal of some enduring metal, on which might be inscribed the following words: In token of the perseverance in the pursuit of knowledge under insurmountable obstacles. Your Committee, however, would recommend the first of these measures here and to-day.

School Committee.—Geo. W. Beal, Thomas Clapp, Ebenezer Bailey.

BARNSTABLE COUNTY.

BARNSTABLE.

We learn from an examination of the Registers, that in nearly all of the schools, very many scholars are irregular in their attendance. This is an evil of great magnitude. An irregular scholar never can excel in any branch of education; must always be a dishonor to the school with which he is connected; will make recitations and examinations disagreeable to teachers and guardians of schools, and be a source of morti-

fication and vexation to classmates and school-fellows. Making no improvement himself, he dishonors the school, makes recitations tedious, and thus represses the rising enthusiasm of the diligent and earnest scholars. He is worse to a school than dead limbs to a tree, or tares among the wheat. It is written, "one sinner destroyeth much good." The irregular habits of one scholar are infectious. Others take the contagion, and a morbid and sickly state of the school ensues, which the teacher, however skilful, cannot cure.

The general court of the Commonwealth has endeavored to prevent the existence of this evil, so far as it can be done by wise laws. An Act was passed in 1852, the object of which was to insure to all children the benefits of the public schools. We transfer two sections of the Act to this report, chapter 240.

"Section 1. Every person who shall have any children under his control, between the ages of eight and fourteen years, shall send such child to some public school within the town or city in which he resides, during at least twelve weeks, if the public schools within such town shall be so long kept, in each and every year during which such child shall be under his control, six weeks of which shall be consecutive.

"Section 2. Every person who shall violate the provisions of the first section of this Act, shall forfeit to the use of such town or city a sum not exceeding twenty dollars, to be recovered by complaint or indictment."

In another section exceptions are made to the requirements contained in the first section, such as a regard to propriety, and a liberal and reasonable policy would dictate, but not such as would exempt any person from giving his child the means of education.

By another Act, provision is made for the punishment of habitual truant children.

The School Registers disclose the fact that many children have not attended any public school in town twelve weeks during the past year. Their names may have been enrolled on a Register that length of time, and consequently their parents or guardians may, for ought that we can say to the contrary, (for we are not lawyers,) be exempt from the penalty imposed in the second section of the Act to which we have referred. If, however, children have been detained from school by the authority of those who have the care of them, or have been permitted to absent themselves from school without any good reason, so that they have not been present the specified time, in our opinion, in such cases the law has been violated.

However this may be, it is evident that the true intent and meaning of the law has been evaded, and a greater evil has been committed than would have been had the term of school been shortened by twice, yea

thrice the number of days scholars have been irregularly absent from school. Children are, without doubt, sometimes truant, but it is to be presumed that usually absence has been by the consent of parents or guardians.

An attempt should be made to remove this evil. It were folly to rely on other more wise or stringent legal enactments. Something must be done which law cannot do. Full success in our schools requires of parents an earnest zeal, a generous enthusiasm in behalf of education. Without this the best school system will be lifeless, inefficient. There are, indeed, some persons who by nature have a love of learning that cannot be repressed by the greatest discouragements. But it is generally true that, if parents despise or think lightly of a good and thorough education, their children will be poor, miserably poor scholars. They will dislike to attend school, and will improve every excuse for absenting themselves from a place and occupation for which they have no regard, or affection other than hatred or disgust. It is urged upon parents to reflect upon an evil which they, of all people, can most effectually prevent. Let them consider that the children under their care will inevitably grow up in ignorance, though enjoying the best means of education; are contracting habits which will unfit them for the successful prosecution of any lawful or honorable business, if they are permitted from year to year to be tardy or irregular in their attendance at school.

It is recommended that teachers in every instance require a written reason for absence or tardiness, from the parents or guardians of delinquent children, and that their excuses be preserved for the use of the School Committee. Though it may be a reason why a teacher should exempt a child from correction for tardiness or absence, if the parent shall say, I willed it, this will not answer the demands of the law; and furthermore such a reason would not present the facts which the School Committee may need in the future state of the schools.

School Committee.—Hiram Carleton, Geo. W. Doane, E. Bowen.

BREWSTER.

Our schools need also the attention of parents in sending their children more regularly and punctually. The percentage of absences is too large, and the want of punctuality is sensibly felt in some of the schools. Irregularity of attendance inflicts a positive injury upon a school; and the want of punctuality, (always detrimental to the school,) if allowed in the child, fixes a habit that will surely prove detrimental through life. Parents can, if they will, remedy these defects. In this connec-

tion, your Committee may be permitted to repeat what has so often been stated, that our schools suffer from the want of a hearty co-operation of parents. The young and ardent teacher, fresh from the Normal School, where she has labored hard, through years of study, to fit herself for one of the noblest and most responsible occupations of life, needs our sympathy, our encouragement, in her first efforts to teach our children. But too often she meets with cold indifference from the parents of her pupils, or, what is worse, a disposition to express doubts of her qualifications, and that, too, in the presence of our children,—a fault finding with her modes of procedure, of which they know nothing but from garbled or hearsay evidence, when a generous confidence in the teacher, and a knowledge obtained by actual visits to the school, would often remove these wrong impressions, and strengthen the hands and heart of the teacher.

Chairman.—Elijah Cobb.

DENNIS.

By a careful analysis of the different School Registers, the Committee are impressed with the fact that irregularity of attendance prevails to an alarming extent. In some schools, by referring to the School Registers, it will be seen that for a given term, the average attendance has but little exceeded one-half of the whole number. With the best of teachers, under such circumstances, we can hope for but little improvement. We trust those who are responsible for this defect, may put forth the proper efforts for its remedy. We would also urge them to see to it, that those under their charge are punctually at the school-room at the designated hour. By doing this they will beget a habit of promptness which will accompany their children through life. By it, they will lessen the instructor's labors, and add to the value of the means of improvement.

School Committee.—H. W. Rugg, M. S. Underwood, S. G. Usher.

FALMOUTH.

There has also been a very great improvement in punctual attendance at school. This was shown in the report of the several schools, where the average attendance was given; in several, the average attendance being nearly equal to the whole number of pupils.

In district No. 3, for example, in the principal department, winter term, the whole number is fifty-three, and the average is fifty-one.

The average attendance of several of the other schools is nearly equal to the example cited.

Of the many causes which have contributed to so desirable an end, may be reckoned, no doubt, the introducing into the report of last year, the names of those who had not been absent or late during either term of school, and of one pupil, who attended school, both summer and winter, with a clean name upon the Register. That you may see what has been gained in this respect, we give the names, as we find them reported by the several teachers, of those scholars who have no absent or tardy marks. There are a larger number who have but one or two marks against them, and these were occasioned, in many instances, by sickness; but our limits forbid us to give the names of such.

School Committee.—William Green, Benj. R. Gifford, Moses Rogers.

PROVINCETOWN.

In accordance with the vote of the last annual meeting, the sum of fifty dollars has been drawn from the treasury, to be given in awards to scholars for punctual and constant attendance. The number who have not been absent nor tardy, through the entire year, is seventy-seven. The awards will be given out in a few days, and will consist of suitable books.

Your Committee again recommend the division of the Primary schoolrooms, so as to have two separate schools, dividing the older from the younger scholars.

Your Committee took occasion, in their former reports, to advert to a large class of young persons growing up in our community, who wantonly discard every advantage offered them for an education. And notwithstanding the improved attendance on the Grammar Schools, the current year, still this class of persons seems to be but little diminished in numbers. Each successive year is adding new recruits to their ranks, and will, ere long, form an element in society equally to be regretted and feared. Nor will it be confined to the present actors alone; but they in turn transmitting its influence to posterity, it becomes an inheritance as positive and palpable as will be the lineaments of their form and feature. And how deplorable indeed is it when this is the only patrimony!

The cause of this evil lies, to a great extent, beyond the power of teachers or committee. The latter has no authority to bring them under the influence of instruction, to secure their presence in the schools, and hence of course the former cannot impart to them the needed culture.

The cure lies, principally, with parents and guardians, but not altogether; with the whole community, and more especially is it chargeable to each district to which these persons belong. Hence, each district can and should do much to discountenance and break up the evil complained of.

School Committee.—James Gifford, Rufus L. Thatcher, Charles Nickerson, N. D. Freeman.

SANDWICH.

It will be seen by the table, that the whole number of children in town, upon the first day of May, 1855, between the ages of five and fifteen years, was 1,153; the whole number of those attending the public schools, 800. In a graduated table, exhibiting the comparative rank of all the towns in the State, in the order of average attendance, in 1854, Sandwich occupied the 294th rank, the lowest being the 331st; in the County the 12th rank, the lowest being the 13th. This is the highest rank which this town has taken for many years, and so far as the Committee know, the highest it has ever taken. It is an encouraging fact, that the ratio of attendance is increasing. Still the humiliating fact exists, that but thirty-seven towns in the State send a smaller proportion of their children to school than our own, (and four of these towns have made no returns;)—that the absences from school are almost equivalent to the attendance—almost equivalent to the loss of one-half of our public tuition,—almost equivalent to one-half the number of children between the ages of five and fifteen, being entirely deprived of a public school education. No more striking evidence of a defective public sentiment could be exhibited. The fault does not so much belong to the children as to the parents. Parents can secure the attendance of their children at school if they choose to make the effort. If we mistake not, the fault does not arise so much from mere indifference on the part of parents, as from a desire to secure the services of their children at home or abroad. This is known to be the fact in one of the largest districts in town where the attendance is the most irregular.

School Committee.—Thomas Borden, John Bachelder, S. B. Wing.

TRURO.

We shall be under the necessity of doing as others of our predecessors have done, complain of the irregularity of attendance in our schools, both as regards absence from school from day to day, and arriving at a late hour. Those who are charged with this irregularity are not the

only ones who suffer; every scholar suffers in a greater or less degree. It exerts an influence which he not only feels at present, but which clings to him with a Herculean grasp in after life. We care not how good your teacher, how efficient your committee. This irregularity is an evil which we boldly say they cannot stop. This can only be done by an united effort of all those who uphold and support our public schools. At the last annual town-meeting there was an effort made to have something done towards remedying this evil, but as we never heard any thing of it, we presume it passed away with the excitement usually attending such meetings. But we sincerely hope, and recommend, that the town will adopt measures, if possible, in conformity to a previous law enacted by the legislature of this State, in 1850. So that our scholars may be enabled to derive the full benefit of the money expended for our public schools. We, as the Superintending School Committee, feel that ours is no enviable position. It is a situation in which the incumbents have a vast and weighty duty to perform. They are, as it were, a light put upon some dangerous point, which cannot be hid. They have the sole care and superintending of that which is for the prosperity of the young and rising generation. The prosperity of our town depends upon the character of her young men, which soon must take the reins of government and management of affairs. We feel that the Committee have a duty which must be performed without prejudice and with impartiality to all.

School Committee.—Benj. A. Baker, N. A. Dyer.

WELLFLEET.

And too often the teacher is threatened with a visit from father or mother, or the old man or old woman, as young democracy is accustomed to term parents. Soon you see him lounging about our stores one or two days in a week, on the ice if skating is good; and a wreck is a glorious occasion for a day's absence of half of the school, and in the last month of the term absence becomes the rule of the school, attendance the exception. Is such an education, such moral suasion unknown? Is it unfrequent in our day, in our town? Let the Registers before you answer. But that child is, and ever must be, willing or not, a subject of laws which no coaxing parent can soften or annul. The body that man inhabits has its laws, and if those laws are broken, the penalty of aching pains, disease and death come despite a parent's coaxing or tears. That lad will soon be an actor in a world where laws rule, and he must learn the lesson of obedience, or learn that fines, fetters and prisons await those who cannot or will not learn the lesson they should have

learned on their mother's knee, or within the walls of the school-house, the great first lesson of all true education—obedience to law.

Perhaps this is an old story, but it is a story we need often told. A firm discipline at home and at school is what is greatly needed in our midst. Let it once be legibly written on the minds of our children that parents are masters at home, and teachers are masters at school, and that they must obey at home and at school, and then our education will be such as will fit candidates for the high duties of after life. But this coaxing, buying, baby's education, makes miserable members of society. A look at our Registers will tell you all how much time is lost in our schools. Why don't my children learn? inquires complainingly some parent whose scholar attends school three or four days in a week, is tardy almost every day, and coaxes mother to be dismissed till she cries out, "Yes, go along." The reason is seen in those black Registers. Cannot some means be devised to give us more regular and punctual attendance at school?

School Committee.—T. N. Stone, S. A. Rich, N. Swett.

YARMOUTH.

It is a source of regret that when so much is done for the education of the young, there should be found even a few who do not avail themselves of the privileges granted them by the liberality of the town. If parents will be so lax in enforcing obedience to their commands at home as to permit their children to attend school when and at what time they please, or not at all, thus committing an injury against them which time nor money cannot repair, by leaving them to combat with ginorance all their life long, some other measures should be taken, in order that they may be compelled to attend, so that if the parents neglect so important a duty, the child may have a more worthy guardian in the public. Man has an important duty to discharge to those intrusted to him, and he therefore should use all honorable means placed within his power to perform it so that those who are to take our places may stand as living monuments of the watchful care of those who reared them. The education of the young is second in importance to no duty which we owe to posterity; an interest, therefore, commensurate with the vastness of the object, ought to actuate and prompt us to the better discharge of our whole duty, that we may make our schools what, under wise and judicious management, they may and should be, so that none may be under the necessity of sending their children away to obtain a suitable education. To do this, a sum of money should be appropriated by the town, that will be sufficient to sustain a school at least nine months of the

year. This may seem, especially to those who have no children to educate, more than the people could reasonably be expected to do, in consideration of its present indebtedness, caused by building three new school-houses at cost, of fifteen thousand dollars, and by the repairing of roads at an expense of eleven thousand more. But we hope the town will consider the subject in its proper light, and not suffer the interests of education to be neglected, because the town is in debt. There are but few men of business who do not make investments on borrowed capital, when they can do so with a fair prospect of favorable results, and why may not the town, with equal propriety, do the same? We contend that money spent by the town for the education of the young, is an investment which, considered only in a financial point, will furnish, in the course of years, a handsome income; that it will also contribute effectually to rear young men who shall be capable of taking charge of the first class of vessels that navigate the ocean, and we have already furnished some; that the female portion of society will be better fitted to assume the responsible duties which it will be their part to perform; and, in short, that it will render this town a desirable home for all.

School Committee.—Luther Jones, David G. Eldridge.

NANTUCKET COUNTY.

NANTUCKET.

In view of the large amount expended for the cause of education, when we consider that about one-tenth part of the time is lost to the pupil by absences, the Committee feel it their duty to urge upon their successors the adoption of some rigid plan of government, whereby this great evil can be overcome; and in furtherance of this plan, would ask the co-operation of parents and guardians on this subject, and that they insist that their children shall attend school punctually, and not, for a mere trifle, suffer the whole course of studies to be retarded, that delinquents may keep along with the several classes to which they belong.

School Committee.—William R. Easton, Charles P. Swain, Edward G. Kelley, Thomas A. Gardner, William P. Ceely, Edward Chase, Andrew J. Morton, William H. Waitt, William M. Bates, William E. Chase, Asa G. Bunker, Fred'k C. Sanford.

DUKES COUNTY.

EDGARTOWN.

Another evil is a remissness of duty on the part of some parents to see that their children are punctually in school. Some of our schools have suffered most alarmingly from this cause. Tardiness is a positive evil. Absence, even for a day, is not only a detriment to the scholar, but an absolute clog and injury to the school. To meet some cases we need almost a Prussian law, which compels the parent to send his child to school, at least from the age of twelve to sixteen. Many of our boys find it much more congenial to their feelings to spend their days loafing about the stores, or in watching the daily movements of the village, and their nights in marching through the streets to the music of a tin pail, with unearthly cries and hoots, more like the rude yell and warwhoop of the savage, than the refinements of civilized life; or, with uncouth dresses, and still more uncouth and vulgar language, dancing on the corners of the street till midnight, disturbing the peace and quietness of the town—than in the school-room, storing their minds with useful knowledge! These are plain words, but the circumstances demand them. Soft and gentle "emollients" may restore to health "the diseased limb already quick with life," but for the actual "gangrene, there is no remedy but the cautery and the knife." Do such boys suppose they ever can become men? Grow, they may, to the age and strength of manhood, but *men* they never can be! The boy who has no respect for himself, as a boy, will have no respect for himself when a man! He has squandered away youth in idleness and dissipation! He has formed habits, and fixed them too incorrigibly to be broken! He has trampled upon golden fragments, which, gathered up, might have made him rich indeed! And now grown up in intellectual dwarfishness and imbecility, he can become only a pest and a nuisance in society—a wreck—an awful wreck, it must be—but a wreck of every thing that makes man noble and God-like—a wreck of every interest, temporal, spiritual and eternal! And do parents think they have nothing to do in this matter? How awfully responsible is the situation of the parent! And how unfaithful to the "young immortal," which God has intrusted to his keeping, is

that parent who neglects the proper discipline of his child. The formation of the character is in the hands of the parent; and he is responsible to God and to the world for its proper development. The child learns by imitation. The influence of the parent is like the unseen messenger of light, constantly, though unobserved, perhaps, producing its effect. And it is no less true in the mental than in the vegetable world, that just as the twig is bent, the tree is inclined. We would suggest that the parent arouse to a livelier interest in this matter, and see to it that his child be more constant in his attendance on school; and that those pernicious influences be broken, which, if neglected, will sooner or later bring down his gray hairs with sorrow to the grave. A child left to himself, says Holy Writ, brings his parents to shame. There are boys in this village who have no earthly thing to keep them from school, and yet who have attended scarcely ten days during the year; whose profanity and vulgarity are awful in the extreme; and whose influence in deluding younger boys from the school-room, and from the paths of virtue and rectitude, is causing the teachers an incalculable amount of trouble, and inflicting a wound on their deluded victims which neither time nor eternity can heal.

School Committee.—H. Vincent, H. P. Mayhew, E. Mayberry.

DISCIPLINE.

SUFFOLK COUNTY.

BOSTON.

From all the sources of information open to inquiry, there is reason to believe that the discipline of the schools is thoroughly maintained, and, as a general rule, without the necessity of corporal punishment to any great extent. Exceptions to this are mentioned, nor is this surprising when we consider the large number of pupils, and the unfortunate home influences to which some of them are subjected. Your Committee would express the opinion, that it is incumbent on each District Committee to examine the teachers' records with care on this point, as the frequency of these exceptions in any school should fairly give rise to a doubt as to the entire fitness of the teacher for his position.

School Committee.—Nathaniel B. Shurtleff, Warren H. Cudworth, George H. Lyman, George W. Tuxbury, Henry A. Drake, Samuel A. Bradbury, William W. Baker.

CHELSEA.

The teacher must have a strongly marked character in order to form character; and discipline forms character. The teacher must have learned to govern himself not to enervate but to invigorate his energies. Some persons govern themselves till they are so tame as not to perceive or dare to maintain the right in the presence of a doubter. To govern one's self properly is to control all his physical, mental and moral energies, so as to make them accomplish their utmost for the well-being of himself and others. The grand moral forces of the universe are love and law, or will. The teacher should have felt these forces, not only moulding his own character, but becoming the very constitution of

his own moral nature, so as to make him a mighty agency for good. No teacher is fully qualified for his office, who has not a heart glowing with earnest love for his precious charge, and who has not strength of will, adequate to carry out the grand purposes of that love in their highest improvement. He should love his work; he should love his pupils. He should love them, not with a blind, sentimental partiality, but with a generous, earnest, Christ-like regard and affection. He for the time being, occupies towards them the responsible and endearing relation of parent. To the parent, God says: "These are my children, train them up for me." And, for a while, of seeming necessity, the parent devolves his solemn responsibility upon the teacher. To the teacher does the parent look for an energetic development in the child of every worthy attribute of manhood. He is, then, to do for the child what he would wish a judicious and affectionate parent to have done for himself; and, as far as he can, to place himself in the attitude of a parent to every individual child under his care. True parental love is blind neither to the faults nor to the virtues of the child; but maintains a firm hand of discipline with each child alike.

When we say, that judicious management maintains a firm hand of discipline with each child alike, we do not mean that this discipline may not vary in form. Discipline is not so much corporal, as mental and moral. Discipline is love; but it is also law or will. The parent or teacher, possessing ardent affection, and strength and evenness of purpose, needs seldom punish. The child who sees that he must obey at once, such being the unbending purpose of authority, will usually submit. The strong will is a powerful regulator, especially when itself is, evidently or consciously, under the control of love. Your Committee are by no means prepared to abrogate entirely the use of proper punishment. So long as society, so long as God himself disdains not that method of discipline, they consider it a deception to suppose that punishment can be utterly abolished, with due regard to the highest welfare of the community. Where enlightened and earnest will or law exists, there must be penalty. The two are inseparable. But penalty with moral beings is last, not first, as some teachers make it. "Judgment is God's strange work," reluctantly inflicted. The cases are rarer than many teachers suppose, in which the last resort should be reached. Long ere that, the earnest and affectionate firmness of the teacher will have secured both the submission and the gratitude of the pupil. We have seen a whole school drawn up to the teacher's heart, to be moved and moulded at his will, by the powerful influence of love and will combined. The scene was delightful, imaged on memory's page as a bright gleam from Paradise.

Parents and teachers come in immediate, successive contact with the

children, and it is desirable that the influence of both should be alike harmonizing and elevating. Parents have a right to demand that the teacher shall be fully competent and judicious. And the teacher ought to expect to be sustained by the parent in all reasonable efforts to train his child to habits of diligent study, and orderly behavior. Almost as much depends upon the cordial co-operation of the parent, as upon the skilful management of the teacher. The best of teachers may fail of success, in many instances, by means of parental ignorance, prejudice or negligence. Parents have by no means discharged their whole duty in their child's education, when they have placed him in the school-room. That is an important step in his education; but the still greater share devolves on the parent who has the direct charge of him by far the greater portion of time. Not only for his own immediate influence upon the child, but for his interest in aiding the judicious teacher's efforts, is the parent responsible. Any vicious example or indulgence on the parent's part, any lessening of the teacher's authority in the child's mind, any negligence in the child's punctual and constant attendance, will be surely followed by disastrous consequences to the pupil, if not to the whole school. Your Committee cannot too earnestly bespeak the enlightened and determined co-operation of all parents, in support of good order in our schools. They know that it is not sufficiently considered by many, how easily the best management in school may be counteracted by injudicious management at home. The rules of the school are devised and executed, simply with the view of promoting the highest welfare of the pupils. They are formed after mature deliberation and close observation, and are intended to be so interpreted and applied as to secure the rights of all parties. Parents sometimes misjudge a rule, or its application, and judge the teacher harshly in consequence, when a little calm inquiry of the committee would satisfy them that the rule, properly interpreted, is harmless, and that the teacher deserves commendation rather than censure. In all cases, when parents have occasion to disagree with, or blame the teacher, your Committee would respectfully recommend the parties to refer the grievance directly to the School Committee as arbiter, rather than to seek a personal interview under the excitement of aggravated feelings. Your Committee cannot sufficiently reprobate the practice of disturbing a whole school by the intrusion of an angry parent to correct the supposed fault of a teacher, which can never in that way be corrected. Such interference with the order of the school is unjustifiable. The Committee would rather be called together a dozen times to adjust a difficulty, than have a school disturbed in that way once.*

* Names of School Committees which have been appended to the previous extracts are omitted in the following selections.

NORTH CHELSEA.

A teacher should be firm, yet kind, impartial and uniform. Corporal punishment should be only a dernier resort, as true wisdom, and skill in school government consists in the prevention of offences, by cultivating the better feelings of our nature,—truthfulness, generosity, kindness, and self-respect. He should teach a pupil to rely on his own resources, as the best scholars are those who lean least on their instructors.

ESSEX COUNTY.

ANDOVER.

A word to parents. It sometimes happens that prudential committees will err in judgment, in the selection of a teacher, although endeavoring to do the best they possibly can for the interests of the school. A teacher that is successful in one school, may not be so successful in another. And in the constant change of teachers that must occur, year after year, in the same district, it would not be very improbable that, now and then, one should be engaged that would not be, in every respect, competent and satisfactory. Under such circumstances, we think it the best policy for the welfare of the children and for the future interests of the school to bear, with becoming patience and resignation, the infliction. Make the best of the evil that is imposed upon you. Encourage your children to attend school. Listen to no reports or remarks from them on matters that transpire in the school-room. Go to the teacher, in the spirit of kindness, and advise with him in regard to the best method of conducting the school. Suggest to him proper remedies for existing evils. Strengthen his heart by words of encouragement. Let no expression of dissatisfaction in regard to the school be dropped in the hearing of your children. Visit the school often, and witness for yourselves the labors and management of the teacher. Exert what influence you can, to induce the scholars to respect his authority and obey his requirements. If these suggestions were faithfully heeded

by every parent, we should hear less complaint of poor teachers and poor schools. Parents have it in their power to transform a very indifferent teacher into an efficient and successful one; or they can, if disposed, thwart the efforts, destroy the influence, completely defeat the labors, and paralyze the energies of the most competent and meritorious.

School Committee.—Varnum Lincoln, William Jenkins, Enoch Frye, 3d.

IPSWICH.

Those who established the system of common schools, which is so marked a feature in the institutions of this Commonwealth, saw that to fit man for self-government, he must be rendered not only intelligent, but virtuous. Hence the system devised by them looked directly to this twofold result. It contemplated the balanced development and cultivation of the entire nature of man. While your Committee rejoice in the means with which the rising generation are favored for intellectual culture, they insist that the provision of the statute respecting moral instruction should be strictly regarded. The Prussians, it is said, have a wise maxim, that "whatever you would have appear in a nation's life, you must put into its schools." Now the teacher is the director not only of the intellectual, but the moral nature of the pupil. It is his duty to rear, not the mind, but the man. The pupil should be trained, as far as possible, to love whatever is virtuous and honorable, and of good report. Nor can the moral influence of instruction be regarded as complete until the great Christian precept,—that of doing unto others as we would that they should do unto us,—is deeply impressed upon the mind of every child.

School Committee.—Daniel Fitz, Gilbert Conant, J. E. Bomer, T. B. Ross.

LYNNFIELD.

The experience and observation of your Committee prompt them also to suggest to their fellow-citizens one or two other matters, in their view of much importance, and demanding the careful consideration of all parents, in providing for the education of their children. One is, the effect of the character and manners of the teacher upon the education and discipline of his pupils. This is very great. Never should we intrust our children to the care of one who is coarse in his manner, vulgar in his habits, or immoral in his character. It is by no means meant that we should require of our teachers all that external polish which

can be acquired only under circumstances that but few can be placed in, and which, after all, may be merely external, and hence of no value; but that our teachers should be of kindly disposition, urbane, polite in the true sense, courteous and civil in their demeanor, in as well as out of the school-room.

The daily and continued influence of the example as well as the precepts of the teacher exerts a powerful influence in forming the character and habits of the pupil. We would earnestly recommend, therefore, the employment of teachers who are not merely possessed of adequate intellectual and literary qualifications, but who are also qualified to form the manners and morals of our children.

Your Committee are persuaded also that there is in our schools a lamentable neglect of that provision of the statute of the Commonwealth which requires of the teachers "to exert their best endeavors so impress on the minds of children and youth, committed to their care and instruction, the principles of piety, justice, and a sacred regard to truth, love to their country, humanity and universal benevolence, sobriety, industry and frugality, chastity, moderation and temperanee, and those other virtues which are the ornament of human society, and the basis upon which a republican constitution is founded; and it shall be the duty of such instructors to endeavor to lead their pupils, as their ages and capacities will admit, into a clear understanding of the tendency of the abovementioned virtues to preserve and perfect a republican constitution, and secure the blessings of liberty, as well as to promote their future happiness, and also to point out to them the evil tendency of the opposite vices." So far as the civil state has any thing to do with the education of our children, it is with a view to render them good citizens; hence it requires of the teachers of the public schools the inculcation of all the principles and precepts requisite for this. Surely moral qualifications are no less necessary to render youth good citizens than intellectual. The public sentiment in our towns should demand a more full and faithful compliance with the provisions of the above statute; and when it does, we may hope to witness a great improvement in the moral and social aspect of society.

MIDDLETON.

It is with pain we witness the origin and progress of dissatisfaction and disturbance in our schools, by which their usefulness is greatly lessened if not wholly destroyed. School teachers, like other persons, are liable to mistakes and errors, and with the care of a large number of scholars have much to try their patience. This fact would at least com-

mend them to a common degree of forbearance. When the parent feels himself aggrieved by the conduct of the teacher, if, without communicating his supposed wrong to his child, he would call on the teacher and candidly and frankly state his case, such facts would be stated, and such explanations given that we think most of these difficulties would be prevented. No school can be well governed without the co-operation of the parent, and any intimation by the parent to his child, of doubt of the ability of the teacher, of his education, his capacity to teach, or his power to govern, operates most injuriously on the scholar. It is conducive to the success of our schools that parents visit them and take a lively interest in their prosperity, and we wish such visits during the progress of our schools were much more common than they are. Should the visitor be requested, his advice to the school may be useful and proper,—but any remark intended for the teacher, should be addressed to him alone, and not in the presence of his scholars. In cases of distrust or dissatisfaction with a school teacher, the practice of calling school district meetings to discuss the subjects of complaint, however well intended, is unnecessary to a proper investigation of the case by the Committee—tends to produce an excitement unfavorable to a dispassionate examination of facts—to cause division among neighbors on the merit or demerit of the teacher, and to destroy that unity and harmony so necessary to the prosperity of our schools.

ROCKPORT.

It is reasonable enough to conclude that where the pupils in a school are nearly of the same age and capacity, there will be fewer discordant elements, than in schools where all ages and capacities are crowded in together. As it regards discipline, there has been a most remarkable improvement. Last year, as will be seen, by referring to the report of the school committee for that year, the schools where good order prevailed were the exceptions. Disorder and confusion were the general rule. But this year order and correct discipline have been the general rule, while disorder and confusion have been the exceptions. With one solitary exception there has been none of that open and successful defiance of the teacher's authority; none of that rebellion against wholesome regulations which disturbed the harmony, and destroyed the usefulness of the schools during the preceding year.

SAUGUS.

Early Education.—Says Spurzheim, "Experience demonstrates that of any number of children of even intellectual powers, those who receive no particular care in infancy, and who do not begin study till the constitution begins to be consolidated, but who enjoy the benefit of a good physical education, very soon surpass in their studies those who commenced earlier, and who read numerous books when very young."

The idea which obtains in some communities, and with some parents, of sending their children to school to get them out of the way, is highly pernicious. Lord Bacon remarks, "Some parents early cast off their children, as the birds do their offspring, and if they do well, claim the merit, and if ill, the sympathy of the community around them." But the true parent will not thus trifle with his or her responsibility; they will follow them to the school-room, sympathize with them in their studies, and see what progress they are making; but by no act of ill-starred tenderness will they interfere with a proper and healthy state of discipline on the part of the teacher, which most children require to a full development of their powers. Long lessons and harsh usage, are trite complaints among children, which should be thoroughly investigated before implicit credence should be given to them.

It is a source of regret that any parent should so far forget the best interests of his child, as to allow him to discontinue his attendance at school on account of any trifling dissatisfaction with the teacher. Such a course is at once prejudicial to the child, the teacher, and the whole school. It is at once subversive of discipline, without which no school can succeed. By discipline, neither brutality nor severity is meant, but a proper state of order and obedience, which may be attained in a proper way, without despotism or violence. Corporal punishment may at times be necessary, but the higher incentives should first be resorted to in all cases, and in most we believe that "love will cast out fear."

SWAMPSCOTT.

When a lesson presses, or "discipline restrains," or "playmate vexes;" when progress is retarded, new books introduced, change of seats or class directed, an unguarded word of the teacher spoken, an impatient act committed under vexations equal to testing the grace of Job,—then complaints are made at home; the parent's heart yearns for the child, and imagination pictures at once a scene that without further thought leads to a wrong and unjust conclusion.

Take the matter of discipline; there must be a sound discipline in any school-room, or else there can be no progress. A rule is violated—a good one—sanctioned by the school committee; the punishment is inflicted according to the best judgment of the teacher—it may be a temporary suspension from the school-room—detention at the close of the session, or it may be of a severer nature, within the bounds of law and justice; the child goes home, really ashamed of his course, and yet his will is up, and he seeks revenge; he is sustained at home, and he is withdrawn from the school, is sent elsewhere; a positive wrong is done to the child himself, and to the interests of the school. Every parent should call to mind the hourly trials of his own children, and there is room enough for great allowance for the teacher, who is perplexed with as many difficulties as there may be pupils.

There is nothing so disastrous to the discipline of the school, as such a course.

School Committee.—J. B. Clark, S. C. Pitman, S. O. Ingalls.

MIDDLESEX COUNTY.

ACTON.

We live in an age of improvement, and we have a right to expect higher qualifications in our teachers than heretofore. The teacher works, not only for time, but for eternity. To him is committed the training of immortal minds. How important then that he should feel his responsibilities, and be able to meet them; that his influence should be of such a character as to leave none but good impressions on the minds and hearts of our youth. Tact is as important as talent; wisdom as learning. He ought to know much more than he is called to teach. He ought to have, not only a familiar knowledge of the elementary branches, and many that are not elementary, but he should possess an aptness to teach, tact in management, firmness and decision of character, mingled with gentleness and unmistakable kindness. Above all, he should possess a capacity to govern—one of the highest qualifications of a teacher, and without which all others are of no avail. For one that fails in literary attainments, there are ten that fail for want of the ability

to govern. Good order is the first requisite of a good school; and a school-room in which the noise of whispering and drumming of feet is continually heard, is about as favorable for study as the interior of a cotton mill. While we would have order preserved, we would not have every trifling misdemeanor visited by corporal punishment, by rod or ferule. The better feelings of children should ever be appealed to, and moral influences brought to bear upon the mind, in their happiest and most efficient form; while physical remedies are held in reserve as a last resort, to be used sparingly, yet effectually, when milder treatment fails.

Very many of the disturbances which arise, from time to time, in our schools, are almost always traceable, directly or indirectly, to bad management at home. It is feared that the wholesome parental discipline of former years is becoming relaxed. The supremacy of law must be made apparent in the school-room, yet unless children are taught to be obedient and respectful at home, how can we expect them to be submissive and orderly at school. Parents are too ready to listen to the complaints of children against their teacher. He is too strict, or not strict enough; the lessons are too long, or too short, or something is the matter. Too often are his measures made the subject of criticism and condemnation by parents, and this in the hearing of the children, thus greatly diminishing that respect and consideration which should always be felt by scholars for their teacher, and rendering all his efforts for their improvement, comparatively fruitless. Teachers, it should be remembered, are but human beings, and as well as other people, have their failings; and to suppose they will not sometimes be guilty of trifling indiscretions, in word or act, or trivial errors in their conduct, would be unreasonable. There will be faults in government, faults in instruction, errors in management, but they ought not, for a moment, to shake our confidence in a teacher, unless of sufficient magnitude totally to disqualify him for the discharge of his duties, or of such a nature that he can no longer claim our respect.

Teachers can do little without the cheerful and hearty co-operation of parents, and this they should receive. Concert of action is the secret of success.

School Committee.—Wm. D. Tuttle, John M. Miles, Luther Conant, Jr.

BILLERICA.

Others do not appear to appreciate, properly, their privileges of education, because they do not seem to cost them any thing. Consequently their children are irregular in their attendance, and are often taken from

school because they dislike the teacher, or, perhaps, for some trivial punishment, the circumstances of which have been over-colored by the children and firmly believed to be true by the parents. Others seem to have been born with a kind of inherent spirit of fault-finding, and are determined to be satisfied with nothing, however valuable or meritorious, in connection with the school. They are constantly complaining of the teachers, the committee, and all the children in the neighborhood except their own. They can see great faults abroad, and nothing but perfection at home. They have no idea of a charitable and forgiving spirit, as far as the school is concerned. They stimulate their children to watch for little partialities in the teacher, and invariably side with them in all their complaints, without stopping for, or troubling themselves about, an investigation; and some go so far as to encourage their children in disobeying the general orders of the school, by instructing them what to do if they are likely to get punished. Parents who take such a course will never be in want of material upon which to gloat their morbid sensibilities. A few individuals of this description in a school district are enough to interrupt the peace and harmony of a whole neighborhood, and to destroy, in a measure, the usefulness of any school, however well conducted. We hope, however, that this class of citizens is in the minority, compared with those who, at all times and under all circumstances, are ready to exert their influence in favor of general education in the community.

School Committee.—William Grey, Daniel Parker, Amos Spalding.

BOXBOROUGH.

To be a good disciplinarian is a rarer talent than to be a good instructor. Without government, a school will lose more in character than it will gain in knowledge. Not only in school hours, but in and about the school-house at other times, it is desirable that scholars behave like young ladies and gentlemen. Children ought not to be allowed to acquire such habits, or persist in such conduct at school as will ripen into crime, and bring dishonor on themselves and their parents, in after years. While no sensible teacher would think of introducing his own peculiar religious sentiments into school, yet to instruct children and youth to love the Lord with all their heart, and each other as themselves, will interfere with the faith of no one, and cannot fail to produce a happy influence on the rising race.

School Committee.—William W. Davis, Paul Hayward, Oliver Wetherbee.

BURLINGTON.

There is another matter to which we would call your attention,—it is, obedience and good order in the school-room. And in order to show you that our views on this point are not peculiar, we cannot do better than insert here an extract from the report of the school committee of Ipswich. They say, that "Those children and youth who attend school to violate its order and to break down its discipline, who are allowed in such a course by parents and guardians, are rapidly preparing for anarchy and confusion in the state. We cannot, therefore, with too much earnestness, urge the sentiment, that, in relation to obedience, diligence, stillness, decorum, respect to superiors, and manliness in manner, the pupil should be disciplined most thoroughly and systematically by the teacher, and should be encouraged by parents and guardians in receiving such wholesome discipline. We speak advisedly when we say, that those schools are best where the discipline, in its broad and best sense, is thorough, efficient, and even, in the eye of the world, somewhat rigid. Every person must see, that if the legitimate authority of the teacher is to be trampled upon with impunity by reckless and disorderly scholars, then we may bid farewell to all good results from the common school system. Let, then, every child enter the school-room with the indelible impression from his parent, that the authority of the teacher is necessary, and right, and legal, and must and will be sustained. Let the parent require, on pain of his own displeasure, as if he had been himself disobeyed, that his child shall submit to all the regulations of the school, and that no infraction of them can be tolerated or even countenanced."

Unless improvement can be made in these particulars by parents, we shall have too many unpleasant spectacles of precocious depravity, and see that children "can be rotten before they are ripe."

CARLISLE.

We have considered it an object of serious importance to preserve a healthful discipline in our schools. The young are to understand that their business is to *learn*, and that the arrangements of the school-room must be such as to facilitate the object in view. Hence the authority of the teacher is to be regarded as paramount in school. Yet, we have desired to see the "law of love" in its true, high place, in the discipline of youth. Tones gentle as well as firm are needed, when the mind is to be directed in the path of the true and beautiful. Moral means are to be first in urging on to high attainments, and in curbing

the spirit of buoyant childhood. By such means the mind can never be bent beyond a healthful degree; can never be bowed to the point of breaking. The *reason* is to be appealed to, and the *conscience* perseveringly addressed.

CHARLESTOWN.

Our schools have been established and are kept up, for the purpose of developing the mental energies of our children, and giving them such habits of thought and action, as will conduce to their own happiness in after life, and secure their good influence upon the society of which they will be members. The permanence of liberal institutions depends upon the intelligence and virtue of those who enjoy them; and habits of order, industry, perseverance and friendship, no less than intellectual attainment, are the fruits which we desire to reap from our schools. The teachers, then, it is plain, should not only be skilled in intellectual culture, but possess sound characters and warm hearts; and the responsibility rests upon the committee to be certain that such example and influence exist in each school. Then comes the responsibility of parents, to encourage faithful teachers by a manifestation of their interest in the welfare of the schools, and to aid them with that wholesome *home influence*, without which the result of their labors is uncertain; with which, they are in most cases sure of success.

Chairman.—Timothy T. Sawyer.

DRACUT.

There is another topic which your Committee would earnestly recommend to the consideration of teachers and parents, and one which is often neglected in our schools at the present day: and that is, good manners and a proper regard to the rules of etiquette. It is just as important for scholars to learn how to behave, as it is to acquire knowledge. In former days, considerable attention was given to this branch of education, but at present very little is said concerning urbanity of manners. Scholars should be respectful to their teacher in school and out,—to their parents, and other persons whom they meet in the streets. They should not at any time be noisy, or shout and halloo to those passing by, or run after, or hang on carriages, or in any other way improperly conduct themselves. Scholars should be respectful to each other, and not indulge in calling names or quarrelling in going to and from school. They should not only be respectful in the school-room

and in the street, but in all places and on all occasions. But how often do we find it to the contrary. The following is an illustration:—

"A forward, noisy, importunate, overbearing way of talking is the very quintessence of ill breeding; and hasty contradiction, unreasonable interruption of persons in their discourse, especially elders or superiors, loud laughter, winkings, grimace, and affected contortions of the body, are not only of low extraction in themselves, but are the symptoms of self-sufficiency and impudence."

The great and grand object of an education is the development of the scholars, not only intellectually, but morally and physically. It is to store the mind with useful knowledge, and fit it for the various duties and vocations of life; in fine, it is to make good citizens. This being the case, is it not the duty of parents to impress deeply upon their children the importance of improving their time and acquiring knowledge; also, to do what they can in co-operating with the teacher in maintaining the discipline of the school, to encourage their children, and even command them to obey the teacher and all the rules and regulations? If they are not obedient at school, and are punished, let the same consequences follow at home. Do not speak disrespectfully of the teacher before your children. Do not countenance any misdemeanor in them at school. Do not notice any little faults in the teacher, if his manner of governing is not what it should be,—he will the more need your counsel and co-operation. It lies in a great measure with parents to say what shall be the tone and character of our schools. Let no unfavorable outside influence creep into our schools; if you do, it will produce unhappy results. Let no flying reports, acquired at the stores or other places of gathering, have any influence in your consideration. But go frequently to the school-room and learn the manner in which the teacher governs and imparts instruction, for yourselves; thus encouragement will be given to the teacher, and a new impulse to the school. In no way can parents exert a more healthy influence upon our schools than in visiting them frequently and giving their co-operation in sustaining the teacher in his government, and encouraging their children to obey his requisitions. Your Committee would say that they have been highly pleased in witnessing so many parents present at the examinations; it shows an increasing disposition, on their part, to elevate the character of our schools.

GROTON.

Still further, it is a duty of parents not to interfere with the discipline of the school, unless there is manifest and flagrant disregard of right or

necessity. It is too often the case that the tales of children are heeded and acted upon, when perhaps the story, well sifted, would amount only to a childish exaggeration. The teacher stands, for the time being, in the place of a parent, and he alone is capable of determining the necessity or measure of punishment; that which would to a teacher's mind seem of moment, might, if reported by his pupils, appear silly and ridiculous. The punishable acts of scholars are not generally gross and excessively vicious, but rather those seemingly unimportant to a school, but which, if persisted in, would result in disorder. An unnecessary whisper, an impudent reply, wilful stubbornness, indolence, prevarication, and a hundred other things which need not be named, demand attention from the teacher, and he alone can judge of the extent of difficulty created, or punishment necessary, as he alone was on hand to note attending circumstances, which always shape such slight violations of rules.

But few children will confess to their guilt when they have been punished, but will rather, under the effect of chagrin at their disgrace, report themselves at home as needlessly or mercilessly punished. If their parents will stop to listen to their tales, many difficulties will be likely to arise between teachers and their patrons. It should be borne in mind that the labors of the teacher are sufficiently irksome and exhausting without any additional troubles from without.

HOLLISTON.

Another subject to which we would call attention, is the frequent difficulties that have occurred between parents and teachers, in no less than nine of the schools, during the year. These troubles have arisen from the severity or neglect which the scholars were *supposed* to have received at the hands of the teacher. In several instances the parents have seen fit to deprive their children of the means of learning, by removing them from school.

The Committee have taken particular pains to inquire into all the facts of these cases, and without an exception they believe there was no sufficient cause for such a course. Had these parents made themselves better acquainted with their schools, and formed a more friendly relation with their teachers, and sought to encourage rather than retard their efforts, we believe they would have seen no reason to complain, or make so unwarrantable an interference.

School Committee.—George Batchelder, Albert N. Miller, John M. Batchelder.

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HOPKINTON.

It is with regret that your Committee feel compelled to express it as their opinion that there is an increasing disposition to insubordination in some of our schools. Many of the youth there who consider themselves young ladies, as well as the other sex, are apparently above being governed. And the evil is traceable, either directly or indirectly to the laxness of parental authority, if not a disposition of parents to side with their children against their teachers and governors at school.

This is regarded as one of the most fearful omens of the times, and against which we would remonstrate with all the influence in our possession. For let it be remembered that all rightful authority should be harmonious in its exercise. Otherwise, the inevitable tendency is to misrule and anarchy. Nor let it be supposed that the evil which we deprecate is simply the development of the freedom-loving spirit of the age, but rather of that spirit which is restive under the healthful restraints of law and order, the only sure guarantees of genuine liberty.

School Committee.—J. C. Webster, L. Bolles, Jr., John A. Fitch.

LOWELL.

We recognize three influences by which children are governed—*Love*, Reason, and Force. The first should always be exerted, and in a great majority of cases, if truly and earnestly manifested, is sufficient. The second should not be neglected; for with the larger children, it will not be lost. Children desire to know why they are restrained and made to apply themselves to books; and a good reason, therefore, firmly fixed in their minds, will add strength and energy to their efforts. The last should be resorted to only in extreme cases, and not until after the two former have been tried and failed; and then, with that deliberation, prudence and caution, which will securely protect the teacher from committing any mistake or excess. The law allows the teacher to use suitable and proper punishment to enforce obedience, but he must be sure that there is sufficient cause, so that no innocent child shall be punished, and that the punishment shall not be excessive. With these qualifications the teacher bears the same relation to the pupil as the parent to the child.

We have had but little difficulty in school government,—but one case of complaint worth mentioning; and that occurred from a misapprehension on the part of the parent of the nature of school government; he believing it to be a republic, where the subject may call in question the

power of the ruler; whereas, a school government is and must be an absolute monarchy for the time being—where no subject can or ought to question an order or law of the supreme head. But the severity of school government renders it the more necessary that every teacher should control his own spirit and preserve his self-possession.

School Committee.—John Maynard, Joseph Merrill, Joshua Merrill, John A. Knowles, W. Eaton, Wm. H. Brewster.

PEPPERELL.

As the child returns to the parent in his progressive course, how careful should the parent be to second the teacher's effort, and not thwart his wishes, or oppose his plans, but wisely lend a helping hand, speak an approving word, and fix more firmly in the child's mind any good impressions he may have received from the teacher.

The parent would do well to leave the impression with the child that the teacher is also *master* in the school, and his authority to be respected.

It may be observed, that as a general thing those children who are rightly disciplined at home, seldom cause difficulty at school, and the parents of such are among the last to complain of the inefficiency of the teacher.

No friend of education will hesitate to say that much has been done for the education of the young in Pepperell, and that there has been a great advance upon the privileges of days gone by, and that these privileges have, to an extent, been improved, and that our schools now maintain a very favorable position; but it ought not to be presumed that they are what they ought to be, or may be, and that we should cease efforts for their elevation and further improvement.

It will require effort to only sustain them in their present position, and keep them from a retrograde; but still greater effort is called for to increase them in usefulness and efficiency.

Chairman.—C. Crosby.

READING.

One other point to which we would call your attention is that of co-operation on the part of the parents and guardians with the teachers to whom the instruction of their children is committed. It is not unfrequently the case that children, either from an unwillingness to attend to their studies, or to comply with the rules of the school, return to their homes with bitter complaints of being punished without a cause,

or for one so frivolous that the teacher should be ashamed, &c. And it is no uncommon thing for some persons to join with their children in condemnation of the teacher without having heard the other side of the story, which, to say the least, is a very questionable way of arriving at and pronouncing a verdict. We would therefore request all, and particularly those to whom complaints are made, to visit the schools and see for themselves what is the manner of conducting them, and whether, upon examination, the evil complained of by the child is as represented; and especially would we caution all having the guardianship of children, against severe remarks upon the teacher, in the presence of their children, at least until they shall have had an interview with the teacher, lest the teacher be unjustly condemned, and his or her influence, if not entirely undermined, be greatly diminished.

If every individual will but lend his influence and direct his sympathy in the right direction, the public schools in this town will be second to no others.

SHIRLEY.

We next want well disposed and obedient scholars. How easily this object may be secured when home instruction is adapted to the moral condition of the youthful learner. When the fact is impressed upon him that between himself and his instructor there are points of distinction which he has no right to invade; that on the part of the teacher there must be authority, and on the part of the pupil there must be subordination; that the latter does not go to school for the purpose of taxing the ability and patience of the other in the art of school discipline, but that he goes to govern himself and to apply himself to the tasks that may be imposed upon him by his instructor; that he goes to have his instructor help him forward up the rugged hill of science, and along its rough and mind-striving ways. And when the learner is disposed to cherish these views of duty, he will bless the school by his presence, even as that assists him to the consummation of his highest hope. Between the teacher and the scholar there grows up a warm, an affectionate interest, blending in one simultaneous effort their united desires and labors. Let this point of duty be efficiently considered by both parents and children, and a reform would follow that would make every dollar and day devoted to instruction tell, in the aggregate improvement of each term of tuition.

School Committee.—Seth Chandler, E. D. Bancroft, E. W. Coffin.

TOWNSEND.

The usefulness of some of our schools has, in a few instances, been impaired by a want of proper obedience on the part of some of the pupils. Has not this evil its origin at the *home* of the children? Can it not be most effectually removed by parents? If they are not made to obey at home, still does not the welfare of the school demand their obedience? This being the fact, shall not teachers be sustained in exercising rightful authority? If not thus sustained, though the teacher and school must suffer, will not the child above all suffer; for, if allowed to persist, will not his prospects of future happiness and usefulness be forever blighted?

If the teacher would secure obedience, firmness is not enough, kindness is not enough, but the two must go together. "Firmness without kindness becomes the stony austerity that crushes the will into servile conformity, instead of training it to filial obedience. Kindness without firmness, readily becomes a feeble expediency that changes with the hour. Firmness with kindness, will give a discipline authoritative and flexible—applying a just principle in a mild prudence, suited to all times and needs."

Thoroughness. At this we have already hinted. There is no one habit connected with our common schools, of higher importance. It is this that begets confidence in the pupil; and from confidence, self-reliance is received. And as the training received in the school-room is only a preparatory step for future usefulness, this point cannot be urged with too much earnestness by every friend of education; for we well know that self-reliance is to the mind what the anchor is to the ship tossed on the stormy ocean.

School Committee.—Oliver Proctor, Stillman Haynes, Levi Wallace.

WATERTOWN.

There are some general ideas, however, that may be applicable to all. It is necessary, then, in the first place, that the teachers should be imbued thoroughly with the responsibility of their stations. The future is, in a great degree, committed to their trust, and it is for them to shape it towards a more perfect condition. It is not the intellect alone that is to be nourished and brought into active life. A moral training is a prerequisite, and demands the constant watchfulness of those on duty. Moral discipline, *rigid* moral discipline, lies at the foundation of all good and valuable institutions. The child has had little experience,

and exercises but little reason, being mostly guided by passion or desire. True, the germ is there that is to increase and become mature, but it requires care and judicious management to bring it into harmony with the best interests of society.

Obedience, implicit obedience, should be the fundamental principle with all teachers in matters touching the moral conduct of their pupils. This doctrine of course implies coercion, but it should be the exception, not the rule.

In the exercise of their various faculties, teachers should be extremely cautious to guard against the creation of jealousy in the minds of their pupils. There is nothing which has a worse tendency than this. When once strongly rooted in the mind, it begets the most repulsive manifestations, often resulting in downright hatred. We are not advocates for harsh punishment in general, but we would much sooner ply the rod, than tell a child, "If you do thus, or so, you will be held in estimation above your brothers and sisters."

It is difficult to state a rule that will operate uniformly in all cases. Children vary in their susceptibility of understanding, and teachers vary in their conceptions of management, and some considerable latitude must be allowed on both sides. Yet there are some ideas which are applicable, perhaps, to parents as well as teachers, as connected with the schools.

Love, good will, kind treatment, will always give a teacher a hold upon such natures as are reciprocal. It is in accordance with that law of affinity which permeates and pervades the universe. But a sterner theory is necessary for the incorrigibles. They are to be controlled, and so completely as to confer benefit upon *them*, while no disadvantage shall result to their associates.

There is much of a squeamish sentimentality on this subject, in the community. Parents are generally very anxious to have their children attend school, some because it is so much quieter at home when they are gone, but all no doubt wishing that they should progress in their studies, and become the recipients of useful knowledge, yet their sympathy for their offspring often outruns their better judgment, and many who perchance find it difficult to manage five or six children at home will complain of the most trivial inadvertencies of a teacher who is to control and educate an assembly of sixty. Parents should consider well the trials imposed upon the teachers, and be sparing of censure.

Justice and mercy are universally recognized as among the most prominent attributes of the Creator, and whilst these are manifest in his providence, we surely ought not to be unmindful of their application to ourselves and our institutions.

With the co-operation of parents, teachers cannot fail of bein more

successful than without, and the times demand that thorough discipline without which the generosity of the town is taxed in vain, and society comparatively valueless.

The success of any teacher depends upon the ability, not to enforce arbitrary texts alone, but making these the basis, to enable the child to build its superstructure thereon by a regular development and process of *thought*.

For the interest which the teachers have manifested in their several schools, we tender them our thanks. May they be imbued with that desire to benefit their pupils, which is said to have animated the heart of the first schoolmaster in New England, Ezekiel Cheever, who passed seventy years of his life in the vocation, and who was finally gathered to his rest at the generous age of ninety-four. Like his may their days be numbered.

To the parents, likewise, we acknowledge our obligations. Their co-operation and sympathy are alike indispensable, and with few exceptions, have not been wanting. Some there are, however, who seem to care but little for the welfare and progress of their children, either mentally or physically, and when the children of such find their way to the school-room, it is but to make an unpleasant impression.

School Committee.—D. T. Huckins, Joshua Coolidge, Jr., Joseph Crafts.

WESTFORD.

The past year has been one of more than ordinary trial and difficulty. There has been more, in its experience, to cause anxiety, and more to give regret, than we have ever before felt in the care of schools. We would not, however, be understood to say that your schools, the past year, have been generally bad; that they have failed of accomplishing much good; or that there has existed in them a state of things so prejudicial as to destroy, in a great degree, their usefulness. A large portion of them have been quiet and prosperous. In the summer schools there was no complaint from any quarter; and in winter, of the eleven schools taught, there were eight which appeared as prosperous as any that we have ever had previously.

In our report of last year, we spoke, as will be recollected, with much hopefulness. We then said:—"The past year has been one of general prosperity in the schools. There has been a tone of feeling in reference to the educational interests of the town, peculiarly gratifying. There has been a higher standard of deportment exhibited; and it is gratifying to the Committee to say that no complaint of insubordination has

been made to them respecting any scholar during the year." Such was the language we then held, and we said this with sincerity. But the experiences of the year now closing, have been considerably different. We cannot now speak with the same degree of hopefulness. We cannot say that there has been no case of insubordination, and no complaint from any quarter; or that the general tone of feeling in reference to educational interests, is so hopeful as we could desire.

During the past year there have arisen two important questions, or subjects for investigation, and on which we have been called to act; both of them always difficult. The one relates to complaints against teachers, for alleged incompetence; the other, to complaints against scholars, for insubordination and unscholarly deportment.

On these matters your Committee desire to offer some remarks, that you may know the general reasons which have governed them in their decisions.

That the Superintending School Committee have the power, and that it exists only in them, to dismiss a teacher from school, is too obvious to admit of a question. The laws of the State confer this power. Whenever they become satisfied that a teacher is unfit, or incompetent, they can remove him; and it becomes their imperative duty to do it. But have the Committee power to dismiss a teacher from school, so long as he discharges his duty faithfully? so long as he complies with the terms of the contract? Can the Committee dismiss him for no other reason than because members of the district shall ask it? Have they power to dismiss a teacher when they can see no reason for the act, except the prejudice, or excited feeling of the district? If the teacher is not in fault, can he be made to suffer, to gratify others? We know that there are sometimes cases of incompetence, or unfaithfulness, where the action of the Committee is demanded. When the members of a district present a case of that character, it becomes their duty to act in reference to it, promptly. There are, no doubt, several reasons why a teacher should be dismissed; but no Superintending School Committee, we submit, can *legally*, or *morally*, remove him, except for good and sufficient cause. The act is one deeply affecting the character of the teacher. It must affect his prospects, and his usefulness. He cannot expect so readily to gain the confidence of the community, or obtain support in his chosen vocation, if he has once been dismissed for incompetency, or unfitness, or unfaithfulness. Shall a Committee, then, inflict such a wound on a teacher, when they consider that he has been faithful and competent? It may seem a light thing, to those asking the removal of a teacher, but it cannot be so to him. Should a Committee expel a teacher whom they acknowledged to be faithful and competent, and could offer no better reason for it than that there existed in the district

such an excited state of feeling as to be unpleasant, we can see no reason why such Committee could not be held responsible in a court of law for the act.

There may be good reasons to be offered for the dismission of a teacher; and when they exist, the Committee must act with decision. He may be dismissed for incompetence, or unfaithfulness, or immorality of character. He might possess knowledge, but lack the faculty of imparting it. He might be deficient in government, though able to give instruction. He might be too severe in his punishments, and unfit to manage his school from want of self-government. Or he might be unfit from defects of moral character; being, perhaps, intemperate, or profane, or licentious. These are causes requiring his expulsion from school. Had your Committee been convinced that any charge of this character could be sustained against any teacher of your schools the past year, be assured that his or her removal would have been effected without delay. Nor did we fail to make the most faithful and patient investigation into every case of alleged incompetency. Our examinations were personal. The state of the school, and the management and the capacity of teacher were tested by frequent and extended visits. We could not discover those proofs of incompetence so earnestly alleged; and of course could not dismiss the teacher.

The other matter of difficulty was insubordination. The scholars would not obey the teacher. In two instances there were attacks made on the person of the teacher! An attempt was made, in one case, forcibly to carry him from the school-room. In two other districts, the schools in the care of young women, the large boys seemed to manifest a spirit of disregard for the authority and feelings of the teachers, which your Committee could not but regard with the deepest regret. It is a fearful omen to witness a lack of respect, in our youth, for the character of woman. A boy who will despise her authority in school, or trifle with her feelings, must be commencing a course of life with prospects not to be contemplated with satisfaction. It is painful to record these examples. We wish to speak in the most commendatory terms of all our youth. They are the hopes of our town. They will soon help give character to it.

That there must be order in school; that the teacher must have authority and power to enforce it; that the school must be a failure without it, is what every body says. But how is this to be attained, except through the agency of a competent teacher? and how is a competent teacher to do it, but through the aid and sympathy of committee and parents? Deprive him of these, and is it possible for him to make his school orderly and prosperous? An angel possibly might do it, but not

man. There must be co-operation; and when there is conflict between district and teacher, the school machinery will always work badly.

There have occurred, in two of our districts, cases of so aggravated character, as to require the action of the Committee, and expulsion followed. This, however, was not done till every effort was made in the power of the Committee, to work a reconciliation. It is painful to remove a scholar from school. It is an act which may be followed with results, on his future character, to be deplored. No boy should regard his expulsion from school, for disobedience, otherwise than an act to be kept in remembrance, and to be told of in future years, to his shame and dishonor.

WESTON.

The Committee would call the attention of the town to two features in our schools, in whose favor we solicit your approbation and support. The first consists in an exact daily record of each scholar's deportment and recitations. This daily record is summed up once a week or fortnight, and sent, as the "Teacher's Report," to the parents for their inspection and signature. This report shows the number of times each scholar has been tardy, number of times absent, number of perfect lessons, number of imperfect lessons, and the number of improprieties the pupil may have committed during school hours. Thus the parent has, in a condensed form, an authentic record of what his child has been doing when at school, and away from parental vigilance. The object of this is to enlist the parents in the discipline and instruction of the school, by exhibiting to them the particular deficiency, excellency, or tendency of their children. If the report shows many tardy marks, whose fault is it? the parent's or the child's? Was the child detained at home till a late hour, and therefore unable to reach school in season? or was he dilatory and truant by the way? If the former, the impropriety of reprimanding the pupils at school is obvious.

If upon the report there are many absences, where does the blame lie? Is the scholar kept at home by parental request, or does he clandestinely take school hours and devote them to truancy, while parents suppose they are spent in study? Is the scholar well-behaved or unmannerly? industrious or idle? These things the parents should know, and they are just the information furnished by these reports. And it is hoped that parents will not only sign these reports, but closely scrutinize them. In case of tardiness or absence, these reports throw the burden of correction upon the parents. If the child is tardy or absent, it is the part of the parent to correct him; if indolent, to arouse him; if wayward, to reform him; if intellectually feeble, to assist him; if disheartened,

to encourage him; if diligent, to sustain him by awarding the merit due to noble action. The parent's signature to these reports is evidence to the teacher that these things have been attended to; or that they are approved by the parents, and therefore need no further attention from the teacher.

School Committee.—Otis E. Hunt, C. H. Topliff, Nathan Hagar.

WOBURN.

We wish, also, to offer, with great plainness of speech, a few remarks on the subject of the discipline necessary to be maintained in schools, and the duties of the citizens of the town in reference thereto. The occurrences of the past year are sufficient to prove, if proof were needed, the great importance of the subject. Let us offer a few hints upon it.

A school is in some respects like a family, in some respects it is like the community. And no one doubts but like the family, and like the community, it must be governed. A system must be established, order must be maintained, and for that purpose rules and laws must be created and obeyed, and if laws are violated, the violator must be punished in the school, as well as in the family or community. The Committee believe, and do not doubt, but that all sound thinking persons concur with them in the belief that there must be actual corporal punishment inflicted in the school, as well as in the community, for infraction of laws found necessary to be established, at least in extreme cases. Children, like men and women, are not always amenable to the laws of love; unfortunately a school governed only in that way, is likely to fall into anarchy and utter confusion, as would a community. Penal laws, therefore, are a necessity. A school must be governed, and a school must be governed by certain authorities. Each individual interested in a school, cannot be permitted to have his own way in regard to the discipline of that school, any more than he can in regard to the management of the weather, with any hope of a proper, satisfactory and useful result. Common sense says, and the law says, therefore, there must be a properly authorized and appointed governing power. And in the case of schools, law says that they shall be governed and conducted under the supervision of a committee appointed for that purpose.

Our schools in Woburn have been for the past year, and have heretofore, also, been supervised by such committee, and the Committee have authorized the teachers of the schools, in extreme cases, to inflict on the violators of the necessary rules, corporal punishment. Of course, such punishment should always be inflicted with care and cau-

tion, in a proper way, and with a proper instrument, in coolness, with justice, without cruelty. But it should be punishment, and not a mere make believe. The Committee, for the past year, have tried to have the schools governed in this way, and have given such instructions and directions, in all needed cases, to the teachers; and, notwithstanding the slanders that have been uttered, and the various reports that have been so industriously spread openly in the streets, and anonymously through the village newspaper, the Committee believe that the punishment which some of the teachers have been obliged to inflict, has been, on the whole, judicious, proper, and in every case needful.

Now, what are the duties of citizens in respect to this matter of school discipline. Most certainly they are to obey the law, and leave the discharge of a duty which is necessary and important in the hands where it has been placed. If they are not satisfied with the discharge of that duty, to avail themselves of their right to select another committee. If the laws of the land are violated, promptly to appeal to them for redress. But it is not their duty to resort to slander, and personal abuse; to spread malicious reports; to endeavor to create a public excitement before they have carefully examined into, and verified the facts; or to undertake to avenge a most miserable, angry, personal spite upon the teacher, or committee, either by talk in the shops and streets, or by faulty communications through the columns of some newspaper open to any anonymous scribbler. The authorities having charge of the schools, whether teacher or committee, should receive the confidence and good wishes, and most constant help of the citizens, and not be visited with doubt, distrust, hindrance, and evil report. The difference to the schools, between the conduct of a good citizen and well-wisher to the cause of education—a law-abiding lover of order, and one, however much he loves education and children, who is still governed by his temper and passions, and not by justice and moderation, must be very great, and at once appreciated. In one instance the effect will be good and laudable, in the other, bad and troublesome at the time, and highly injurious for a long time afterwards.

Take two instances which have occurred in our schools, during the past year, as illustrations: In one school the teacher found himself necessitated to inflict punishment, for the gross, admitted, palpable violation of the laws of the school. Difficulties arose, threats were uttered, and an organized attempt was to be made to break up and utterly destroy the school. The Committee at once took the matter in hand; visited the school, and made full inquiry into the trouble. With them went a parent deeply interested in some of the pupils supposed to be implicated. This parent aided the Committee. He addressed, at the request of the Committee, the scholars there assembled, and in every way manifested

that he was a law-abiding lover of good order. The result was entirely satisfactory. The trouble was abated. The school went on to its proper end, and was entirely satisfactory to the Committee and to the citizens interested. In another school, a teacher, a lady, found it necessary to inflict punishment on a scholar. The Committee, subsequently, on examination, found that the punishment inflicted was not excessive, and, under the circumstances, was entirely proper and justifiable. A person hearing of the punishment, went at once, not to the Committee or the law, but, out of school hours, to the female teacher at the schoolhouse. He addressed her in an excited, angry manner, with profanity and vulgarity; threatened her with personal violence—he a man and she a woman—in a manner to excite her fears. He then went, not to the Committee, but to the shops and sidewalks, and by the recital of a story, denied by the teacher, and now by us officially, endeavored to excite the compassion and commiseration of his fellow-citizens. And he succeeded, and that is the result with which we find fault. The person alluded to did, after a while, see the members of the Committee, and consult with them, but not until the mischief had been done. The mistake to which we wish to call the attention of our citizens, and have them correct, is the interference with the duties of others, by those who act under angry and excited feelings, without proper examination into the facts, without reason, and with great detriment to those duties. We earnestly and respectfully ask our fellow-citizens to ponder the matter, and to show themselves lovers of order, of education, and of fair dealing towards those who are intrusted with the care of the schools.

School Committee.—A. H. Nelson, L. L. Whitney, J. Linscott.

WORCESTER COUNTY.

BARRE.

In our visitations of different schools, we have noticed these, among various other contrasts: In one, there is a master, a presiding genius, a monarch, mild, but absolute. When he enters into his place order begins, and while he keeps it order reigns. This is done by a magical influence, the secrets of which none can discover. There is no parade

of dignity or authority. Indolence there is none, but repose constantly. Discipline is severe, yet righteous. To whimsical grandames or whining urchins, supercilious directors or lagging dunderheads, he gives due deference, but no control. He speaks but little and with but little pretension. Yet all is attention and interest. He demands no respect or love, yet he is beloved and obeyed without reluctance. Call at any school-hour of the day, and you will be welcomed and entertained, and when you leave, it will be with the impression that your visit was timely, that you felt at home, and that you witnessed simplicity without ostentation, government without effort, earnestness in teaching without nervousness in action.

In another school there is the personification of feebleness. Evidently the teacher is mastered. No display of vanity, nor pomp of position, no perpetual chattering, no assertions of authority, no restless activity, can force you to the conclusion, that working with might and chafing every nerve through every moment of the day, any thing of practical benefit is accomplished. There may be no lack of good intentions, kindness, or literary qualifications, but there certainly is of ability. He tries hard to rule, and the scholars act as though they intended he should try harder. In such a school there is sometimes harmony, but it is the harmony of discords, and obedience even, but it is outward only, because the stronger force overcomes the weaker. There rules are learned, problems solved, and little children kept from teasing and tormenting their good mothers at home, and perhaps the ends of school-keeping answered according to the notions of the teacher's friends, but an early close would be much better than its continuance; better for teacher, wasting life on trifling cares; better for scholars packed away in hurly-burly, and stuffed with roots and verbs, for which they have no relish.

BLACKSTONE.

Another evil from which some of our schools have suffered the past year is, the readiness with which parents have taken sides with their children against the teacher, in cases of dissatisfaction in regard to his course. Whenever a teacher is unfaithful in the discharge of his duties, too severe in his punishment, or in any respect incompetent, the law provides for his removal. But for parents to join with their children in their complaints, or to magnify his faults before them, or to take them from the school, is very injudicious, to say the least. By pursuing such a course, the best school may be ruined entirely. Parents should not judge of a school by the report of their children; but should visit it and see for themselves. They should also endeavor to show their children

that they are deeply interested in their progress; for by so doing they will awaken an enthusiasm in the minds of the pupils which nothing else can.

School Committee.—Edmund M. Tappan, George E. Bullard, Alex. Ballou, Jr.

LANCASTER.

But though parents cannot, if they desire, be the sole and perfect, they may, as surely it was intended they should, be the first and chief instructors of their offspring. They must,—they are in duty bound, to have the lead and sway of their providential charge. They may have noble auxiliaries, but cannot, if they would, vacate the place God has intended they should themselves fill. Besides the efforts of teachers, they have still their own peculiar watch and care to exercise, for which there is, in all the wide world, no substitute.

And as coming under this peculiar watch and care, we refer not so much to matters of mental as of moral instruction, to a cultivation of the sentiment of reverence, the inculcation of a spirit of subordination, the formation of habits of industry, sobriety and purity. We refer to such a vigilant circumspection as will keep ever in view the adverse elements by which our children are surrounded, and the manner and measure in which they are subject to these.

We must believe that if all parents were faithful in these respects, nearly half the labor of our teachers might be saved from the enforcement of order and mere discipline, to the intellectual exercises more especially appropriate to the school-room.

We have mentioned the cultivation of a spirit of reverence. Let us call attention to it in particular, for there has been a lamentable and rapidly increasing decay of this going on in the younger members of our community for some time. They have been flattered too much. There has been too much talk about the beauty and glory of youth. They have, in the homely phrase, been "made too much of," instead of being inspired with a sense of their true dignity.

It is almost distressing to see little boys and girls talking so loud and fast as we often witness, and putting themselves on equal terms with their elders; entering all places alike with the same noisy step and conceited air; and especially, cause of alarm is it, to behold, as we have been compelled to, young men, made courageous by numbers, behaving with insolent familiarity towards those clothed with the dignity of office; despising the authority of just laws; and contemning customs, and cast-

ing injury and affront upon assemblies and institutions to which they should pay the most respectful regard.

But when parents permit, even if they do not indirectly encourage this, what can be expected from the efforts of the teacher; especially if they are unwilling that the teacher should stand for his time, in the place, and exercise the authority, of a parent!

Again;—we have spoken of habits of industry, sobriety and purity. That these are as important in the school-room as elsewhere, no one will question. But are they primarily and chiefly to be formed by the teacher, or by the parent? By whom, if not by their natural guardians, shall our children and youth be kept from, or strengthened against, the temptations to evil by which they are enticed or assailed even in our own streets, and to which they must be exposed wherever they may go!

In this connection, it becomes our painful duty to give a caution to all among us, older or younger, in regard to corrupting books, the existence of which in any of our schools, has never been brought under our notice before this year; and a warning as to their fearfully depraving influence, and the enormity of their offence, in every way and by all means, in the view both of the moral law and of the statute of the Commonwealth. We grieve to be compelled even to allude to this thing, and trust that the mere allusion will prove sufficient for our purpose.

School Committee.—George M. Bartol, Franklin B. Doe, Wilder S. Thurston.

LUNENBURG.

District No. –.—We regret to say, that the last state of this school was not much better than the first—and for very good reasons. First, the teacher, not having sufficient physical strength to inflict corporal punishment, and being opposed to its use in the school-room, the boys assumed the reins of government at an early period in the progress of the school; which, as a matter of course, rendered the discipline far from being commendable. As "Order is Heaven's first law," we think it appropriate to introduce the same law in the common school-room; and, if moral suasion will not have the desired effect, penal measures should be resorted to. Again, we find four hundred and eighty-seven tardy marks recorded upon the Register of this school, aside from the absences, equal to nearly one-fifth of the whole; which circumstances prove, conclusively, that neither teacher nor parents possessed that government over the scholars that is necessary for a well-regulated school. However, under all these conflicting circumstances, the scholars appear-

ed, in their recitations, quite as well as the Committee had reason to expect.

In addition to those branches of learning already alluded to, children and youth, as a matter of paramount importance, need to have impressed on their minds "the principles of piety, justice, and a regard for truth; love to their country, humanity and universal benevolence, sobriety, industry and frugality, chastity, moderation and temperance, and those other virtues which are the ornaments of human society, and the basis upon which a republican constitution is founded." They need a clear understanding of the tendency of the above-mentioned virtues, to preserve and perfect a republican constitution, and secure the blessings of liberty, as well as to promote their future happiness; also a knowledge of the evil tendency of the opposite vices.

MENDON.

The teachers have, in the main, been intelligent, skilful, and devoted to their work. They occupy a very important and responsible station; for they, in no small degree, have the training of the young intellect and heart, and the formation of the character of the rising generation. Therefore all our teachers ought to be good, and held in high esteem for their works sake. Let parents sympathize and co-operate with them. Let their love and solicitude follow their children to the school-room. Let the scholars know and feel that the teacher's authority is fully sanctioned by that of parents, and there will not be much difficulty in maintaining good order in the schools, and insuring to them much success. It is a general fact, that those scholars who have been most difficult to govern, and least interested in their studies, have been children whose parents seldom, if ever, are seen in the school-room.

The success and welfare of our schools are to be sought in vain without the sympathy and aid of parents. It is most devoutly wished that all parents were aware of this, and would act accordingly.

MILFORD.

Complaint has been made as to the method of punishment, in a very few instances, and with justice. Your Committee have enjoined it upon the teachers never to resort to any form of corporal punishment, unless, in their opinion, it be indispensably necessary in order to maintain wholesome government in school, and then inflict it only on the limbs, and never on the head or trunk. This injunction, they regret to state, has, in some instances, been violated. Your Committee are of opinion,

that the due administration of discipline, for the proper government of the school, cannot be obtained by moral means alone. They think that to secure implicit obedience to legitimate authority, it is, at times, necessary to resort to the "rod of correction." Still, they have encouraged the use of moral means rather than the infliction of corporal punishment. The teacher should feel a fraternal interest for the pupil, and any measures that the parent would be justified in using, to reform a wayward child, are justifiable on the part of a teacher, in disciplining the disobedient, or in punishing the incorrigible. Moral means should especially be used with the adult portion of the scholars, as they are better prepared for such influence and discipline, if their previous training has been of the right sort. Entertaining such views, the following rule was adopted, to wit: "Teachers shall punish as sparingly as possible, consistent with securing obedience, and shall govern by persuasive and gentle measures as far as practicable. They shall never resort to corporal punishment, until other means of influencing the pupil shall have failed. And when it shall be necessary, it shall be administered in such a way as to operate on the moral sense of the pupil, in the strongest manner. As far as they can, they shall also exercise a general inspection over their scholars, as well out of, as within the schoolroom, and on all suitable occasions inculcate upon them the principles of virtue and truth."

SOUTHBRIDGE.

Order in School.—Order is said to be nature's first law, and the same might be said of schools. We might as well expect nature to change, as to have children properly trained without good order. Your Committee have insisted in having proper discipline in the schools. The scholars should understand this, and be led to expect nothing else. The government should be kind, yet firm, impartial and uniform. If our teachers were only sustained by the cordial co-operation of the parents, how little trouble would there be in maintaining order, even under female teachers. Uniformity is always indispensable in all good schools. It will not do to be strict one day and lenient the next. Our teachers should show a firm, unwavering determination to be obeyed in every reasonable command, and submission to the rules of the school will become a habit. Without uniformity in the government of the school, it cannot be made pleasant to the teacher or profitable to the scholar. All parents ought to render prompt and efficient aid to the teacher in enforcing his rules and in carrying out his plans. This support is necessary to the success of even the best of teachers. Let us suppose the

following address to be made in every family on the morning of the commencement of the school: "Children, the time has now arrived for you to lay aside work and to recommence your studies. It costs us no little sum to fit you out with books and clothing; to find you time, and food to eat, and a good school-house and teacher. We expect you will improve these privileges. The work is an important one. A good education is far better than all the money you could count. You know we tolerate no idleness at home, nor shall we in the school-room. You can have your hours of recreation; but in the time of study we shall expect you to be attentive, committing your lessons thoroughly. We shall expect all delinquencies to be reported to us by the teacher, and being called to account there will be sure to bring accountability at home." What a change would words like these work in our schools, if calmly and decidedly spoken, and followed by corresponding action.

School Committee.—L. W. Curtis, Marvin Cheney, Sidney Clarke.

TEMPLETON.

School Government.—This subject having been frequently discussed in former reports, we might pass it by in silence, were it not for the conviction which forces itself upon us that our schools still continue to suffer much for the want of good government. Indeed, we can trace, we think, the partial failure of some of our schools, the past year, to this very cause.

It is conceded on all hands, that no school can be very successful where there is not maintained a thorough system of government. Indeed, it seems to your Committee, that the discipline is of the greatest importance, and should be one of the first things attended to by the teacher in organizing his school. We do not mean by this, that the teacher should commence his school by giving out a lengthy series of minute rules, but that he should go into his school expecting obedience, on the part of the scholars, to every reasonable requirement, and that he ought not to be satisfied with any thing short of this. But, while we would not recommend a return to the stern sway of the rod and the ferule, as the chief incentives to obedience, yet we believe that even this, as brutalizing as it might seem, is preferable to no government at all. Tyranny is doubtless a great evil, but hardly less to be deplored, especially in the school-room, than anarchy and confusion.

The human mind is perhaps so constituted, that having escaped from one extreme condition, like the pendulum of a clock, it seldom stops mid-way, but continues to vibrate till it reaches the opposite extreme.

And it admits of a serious question, whether the government of some of our schools is not verging rather too near the latter extreme—that of anarchy. The impression seems to be, in quite too many instances, that the teacher has no real authority; and should a case arise in which his orders are disobeyed, he has no proper remedy but an appeal to the Committee. But we conceive that nothing can be more erroneous than this impression, which is evil, and only evil in its tendency, and disastrous to the best interest of the schools in its results. The Committee, it is true, are intrusted with the general supervision of the schools; but it cannot for a moment be rationally supposed that they can govern the schools! The idea is preposterous in the extreme! The authority that governs the school, must be *in* the school; it must be vested in the teacher; and hence, the law very properly clothes the teacher even with parental authority over his pupils, while under his care. And he may inflict just punishment for the violation of every reasonable requirement; and in extreme cases, he may expel, *temporarily*, or until the Committee can be assembled, and the case laid before them.

But we would not be understood as representing a majority of our schools, or any considerable number of them, to have suffered to any great extent for want of a good system of discipline the past year. So far from this, as will be seen by the detailed report, we are happy to say, that in most of them, excellent order has been maintained throughout.

WARREN.

Too little effort is put forth for the *moral* advancement of the young. This department of education embraces the training and disciplining of those faculties which bring us into a nearer relation to God and our fellow men; and is of a higher grade than the merely physical. It demands supreme love and obedience to the Creator as our father, and the promotion of the best good of mankind as our brethren. As the organs of the *physical* system through the great law of exercise develop and increase their powers of action, in like manner the *moral* powers may be expanded and enlarged; and the earlier the mind is brought under the influence of this sentiment, the greater will be its strength to resist the temptations of life.

It is sad to the reflective mind to witness the prevailing indifference upon this subject, and the consequences which must ensue to the rising generation.

Of what use are the organs of Reverence and Veneration, unless they are exercised upon appropriate objects? If the great Teacher and Giver of these faculties fails to receive that homage and adoration which their

proper culture will ever render, how can we expect that the *good* and *true* among men; yea, the teacher of youth, can command that reverence and esteem which is indispensably necessary to success in his vocation. It is a fact which no logic can set aside, that one of the greatest obstacles in the way of education, arises from a spirit of disobedience—a desire to throw off just and wholesome restraint; and here we would urge, *strenuously urge* parents, teachers, and all who realize the importance of this subject, to band together, and make common cause against this giant evil. But the question will arise, where shall this work commence? Begin with *individual self*, at the fire-side, in the family circle, around the home altar. Disseminate it by precept and example through all the avenues of life; and when this course is adopted, and perseveringly carried out, the harmony of the school-room will not be disturbed by the refractory and unruly spirits of those who have been so unfortunate as not to have learned this important lesson.

If the child at home is allowed to disregard and set at naught parental authority and admonition, we need not look for his obedience to, nor acquiescence *in* the rules and regulations of the teacher, in the school-room.

Intellectual education addresses itself to the reasoning faculties, to the enlightening of the understanding. Its peculiar province is to trace cause and effect, the adaptation of means to ends; in short, it seeks the elevation of the race through the discipline of the mental powers in acquiring useful knowledge.

The calls and necessities for this kind of education were of a nature so imperative, as to result in the system of common school education, the pride and glory of New England.

The state of the schools in Warren to-day, is judged more in regard to their progress intellectually, than from any other standard. Let us therefore briefly examine their condition, and if your Committee should be so fortunate as to present them in their true and proper aspect, and thereby awaken a deeper interest in their behalf, our hopes will be realized, and our "labors not be in vain."

School Committee.—D. A. Hathaway, S. S. Smith, H. S. Carpenter.

WESTBOROUGH.

To some extent the usefulness of the schools is impaired by a want of proper obedience, on the part of some scholars, to the wholesome regulations of the school-room. This is an evil, which to be effectually removed, must be taken in hand by the parents. They, in virtue both

of Divine and human laws, are entitled to the respectful obedience of their children. And, if trained by the fire-side to render such obedience, they will rarely occasion any trouble in school. It has become almost a proverb, that children well governed at home, are exemplary in their conduct in the school-room. The saying is supported by the philosophy of mind, as well as by wide and careful observation. The scholar is marked by the same features, has the same habits at school as at home. In both, he either yields or withholds due obedience to rightful authority. In both, self-will or obedience is paramount. Nothing can so build up the rightful authority of the teacher, and insure the good order of the school, as good parental government at home; and a cordial wish on the part of the parent to co-operate with the teacher in the maintenance of propriety of conduct at school. Good order is an indispensable condition of a good school. This is a self-evident proposition, which your Committee will waste no words in attempting to demonstrate. To any one at all conversant with schools, it needs no proof or illustration. The law contemplates the teacher, for the time, as invested, in virtue of his office, with the necessary power and authority to secure obedience. If the parent support him in the attempt to secure such obedience, his task is agreeable, and his usefulness much increased. If the parent oppose the exercise of such authority, either by failing to govern the child himself at home, or by objecting to the necessary measures at school, on the teacher's part, the school suffers, the teacher suffers; and most of all, the child suffers; the seeds of many evils are sown in his heart, to spring up and blight the prospects of his future usefulness and happiness. The law of kindness and firmness duly blended, and in exercise at home, will do much towards smoothing the often rugged path of the teacher.

"Firmness is not enough, kindness is not enough, but the two must go together. Firmness without kindness, becomes the stony austerity that crushes the will into servile conformity, instead of training it to filial obedience; kindness without firmness readily becomes a feeble expediency, that changes with the hour, in a facility, *serpentine* in more senses than one. Firmness with kindness, will give a discipline authoritative and flexible, applying just principles in a mild prudence, suited to all times and needs. Of old, perhaps, the rigid temper most abounded, and austerity made parental rule a rod of iron; but now the other extreme most prevails, and a feeble indulgence allows self-will to be the law of childhood. This error does a cruel wrong to both parent and child—to the child by fostering an ungovernable temper and a perverse caprice that scoffs at all restraint, and chafes at even the restraints that God has imposed—to the parent by bringing upon him the contempt of those who owe him respect. Let us look at the law of God, founded in the written Word, and in the very nature of things. The family is the safe-

guard of society—a government founded by Heaven itself. Parents are to rule, children are to obey. This principle, if carried out with energy and discretion, will adapt itself to the various ages and circumstances of life. This principle, applied faithfully to family government, would be a most effectual promoter of that first and highest requisite of a good and successful school, *good order*."*

WINCHENDON.

Attention to Study.—Scholars cannot make much improvement unless they give undivided attention to their studies. If their minds are distracted by other duties, or taken up with amusements, evil results are inevitable. It is not within our province to instruct parents in relation to the employments or associations of their children; but it will not be considered improper for us to express our decided conviction, that while the school is in progress no scholar can attend any other school whatever without so interfering with his steady application as to render the district school of comparatively little worth to him. The habit to which we refer causes teachers much perplexity, and goes far to neutralize their exertions for the advancement of the scholars.

Discipline.—Although the schools during several years have been gaining in efficiency, yet all have not attained to the desirable standard in respect to discipline. We desire to place the responsibility where it belongs. If difficulty occurs, the teachers and the committee have to share the blame, while it really belongs to parents and scholars. If all scholars would behave, and observe the rules of the school, there would be no difficulty. It is not easy to recall the name of a single teacher who has failed in *teaching*. It follows that the original and principal cause of failure lies in the disposition of the scholars, and those who have their training at home. It will be said, however, that it is the business of teachers to govern unruly wills and correct bad habits, and therefore it is their fault, if troubles arise. We freely admit the force of this remark, and that there is a difference in teachers in relation to their power of influencing and controlling others. But after making this admission, it is our conclusion, after several years of observation, that if parents would universally unite with the committee in sustaining the teachers in all cases of needed correction, there would be an immediate and decided improvement in the conduct of the scholars in several of our schools. Cases of hardship may occur. Sometimes scholars may be punished unjustly from the inability of the teacher to find out

* Rev. Samuel Osgood, D. D., New York city.

all the facts. There may be instances of partiality, for teachers, like the rest of us are fallible. But if parents would remember that teachers, in the school-room, stand in their place; if they would consider that teachers have, and must have, full power to keep order during school hours, and to regulate the conduct of scholars towards each other during recess, there would be a higher tone of public feeling respecting school government, and the results would be most happy. But if delinquent pupils, as soon as they receive merited punishment, receive the sympathy of parents and personal friends, and find countenance and support in their resistance to just authority, the consequences cannot but be disastrous. We plead for school government, mild, reasonable, gentle, impartial indeed—but still for government. The teachers are masters and mistresses, and should be treated accordingly. Let this point be once secured, and there would be little need of severity. Prompt obedience would follow the teacher's rules and suggestions, and the rod would not often be called into use.

School Committee.—A. P. Marvin, A. Baldwin, S. Piper, Elisha Murdock, E. S. Merrill.

HAMPSHIRE COUNTY.

CUMMINGTON.

In closing this report, it may not be amiss to add a single word with regard to the moral character of the schools.

No instances of gross immorality have come to the knowledge of the Committee. The habit of profane swearing, too often prevalent in the common school, we think has received a check. It would, however, be presumptuous to suppose that it does not still exist to some extent in our schools, yet we believe that in all cases the authority, example and influence of our teachers, have been arrayed against it.

The reading of the Scriptures and prayer, have imparted to some of our schools a healthful moral tone. Take away from the common schools the Christian religion, as the basis of the pervading element of them all, and you rob them of their power for good.

School Committee.—T. J. Clark.

HAMPDEN COUNTY.

LUDLOW.

In the third place, the teachers should be well qualified to impart instruction in all the required branches. They should also know how thoroughly to govern themselves, and then they would most likely resort to the most efficacious means for governing those committed to their care. Pupils cannot be taught, unless they can first be governed. Nor does good government imply frequent or severe resort to the birch or the ferule.

It rather consists in the faculty of commanding respect and obedience, by an even, unruffled temper, by a punctual and faithful performance of duty, by exhibiting a true regard for the welfare of the pupils, and a marked determination to advance it by every reasonable means. There may be cases where all this would be unavailing, but they are not frequent. Should, however, any such case arise, the insubordination should not be suffered, but should be removed by a resort to means severe enough to accomplish the object.

The pupils should first be governed at home. They should there be taught to be obedient and respectful to their superiors. They should there be often reminded of the priceless value of knowledge, and the important part which they themselves must act to secure it.

If complaints against the teacher are brought home, the parent should not at once conclude that the teacher is wholly in fault, but that it is at least barely possible there may have been something wrong on the part of the child. If there should appear strong indications of short comings in duty, or too rigorous modes of government at the school, it is always a safe rule for the parent to investigate thoroughly, before he condemns the teacher and upholds the child.

Parents sometimes withdraw their children from school on no other grounds than their whining complaints, when a simple command to be obedient and studious, would have removed the whole difficulty. If it should fail to do it, perhaps a friendly hint to the teacher, or a careful suggestion to the committee would quiet the ripple, which otherwise might increase to a torrent. No doubt there may be instances when it would be the parent's duty to interfere, and perhaps to withdraw his

child from the care and guidance of faithless, incompetent or inhuman instructors. But in many cases where the parent openly takes the part of his child, and keeps him at home, it is only that he may be tormented by him at his own house, or himself be driven out of it, so soon as the petted child obtains the power.

School Committee.—Gilbert Pillsbury, George Booth, E. T. Parsons.

MONTGOMERY.

Another great hindrance to the progress of schools in this town, is the neglect of parents and guardians to visit the schools, and thereby encourage the teacher and scholar by showing that they are interested in the education of their children.

We say, let the parents and guardians manifest more zeal in looking in upon their servant, the school teacher, and in nine cases out of ten, he would teach a better school.

There are more schools broken up by the interference of parents than by any other cause whatever. Since the innovation of female teachers for our winter schools, the change has not been of any practical advantage. As frequently the oldest scholars take advantage of the female teachers, in not obeying the regulations of the school, and unless the parents take the side of the teacher, the school is of little benefit to the district. The better education of teachers, then, in whatever may render them more able to teach and more powerful to influence, is the object which, most of all, we desire to keep in view, in the progress of our school system.

SPRINGFIELD.

Due regard is had here for the moral and physical well-being of the children as well as for mental culture. The punishments have been few, and only of the mildest kind, affording some slight evidence that other means than corporal chastisement may be successful in maintaining order, and that love and respect for the teacher may prove more available than fear as the governing principle. The teacher of —— school has labored with untiring industry and energy, of which the appearance of her classes bears creditable witness, and she is confidently recommended for confirmation as an efficient teacher.

Notwithstanding —— school is presided over by one of the most capable teachers in the service, it has suffered somewhat in its general character and appearance from the evil influences of a few trouble-

some and turbulent children who are sustained in their insubordination by their parents. In spite of this serious disadvantage the school exhibits the result of good management and teaching. Severity in the disciplinary management of our schools we believe to be very rarely needed; it too often fails of accomplishing the desired object, and serves but to arouse in the mind of the subject a spirit of revenge.

Firmness, combined with amiability, for the two are not antagonistic, will generally prove in the end more successful as a means of government than violence, and children who can in this way be easily influenced and controlled, are not now-a-days such specimens of humanity as was formerly supposed.

WESTFIELD.

It is painful to us to have occasion to speak of grievances. It is a grievance when parents do not co-operate with the teacher of their children. It is a still greater grievance, when parents become so infatuated as to instruct their children not to obey the reasonable and proper rules of the teacher; but the greatest grievance of all, is for a parent to enter the school-room in school hours, and pour a vial of wrath upon the head of a teacher because his child is not permitted to do just as he pleases. No good can be done in this way; the children who are thus indulged by their parents are greatly injured, and the prosperity of the school is marred.

School Committee.—Emerson Davis, Charles W. Taylor, John Greene.

WEST SPRINGFIELD.

The Committee report upon the *government* of the schools, that it has been marked by a good degree of prudence and wisdom on the part of most of the teachers, and by the best results. The chief elements of good government are decision, firmness and kindness. The respect and love of the pupils are thus secured, and they govern themselves. Under this head, and as marked by this feature, the Committee make honorable mention of the school in district number three, and those in number five.

In mentioning these particularly, they are not to be understood as implying that in others not named they have found cause for complaint. They simply wish to point out such as excel.

FRANKLIN COUNTY.

COLERAINE.

Our schools, the past year, have, we believe, been generally successful. In most, the progress has been very evident and gratifying. In a few instances, there has been a grievous want of good order, and as a consequence, little advancement. For how can any teacher accomplish much good in a disorderly school? One teacher, the past winter, was compelled, by ill health, to leave her school; another chose to retire on account of the insubordination of some of the older scholars. But we have heard few complaints of the schools. And in respect to such cases as we have, we think it well to repeat the remark we have so often made, that parents should receive their children's account of what takes place at school, with great caution. No teacher is perfect. We must bear with some faults and mistakes, some acts, (if you please,) really blameworthy, or it is a plain case we cannot have schools. If children are encouraged to tattle, and their representations, however one-sided, are received as true, without examination, the schools will be all the time embroiled till they come to an unhappy close. There may be committed, however, blameworthy acts of so serious a nature as to require a prompt and formal investigation. And good sense and right feeling must decide (after sufficient inquiry) if the alleged fault will demand official reproof or dismission, or is to be placed among the common imperfections that are to be borne with.

School Committee.—Horatio Flagg, Otis I. Davenport.

ERVING.

But to reform every disorderly practice in our schools and preserve good discipline, is no light task, and the question is, how and by whom it shall be done. This work requires the combined efforts of different agents, but of these the teachers must be the principal ones. Whatever a teacher's other qualifications may be, unless he has a skill in govern-

ing his school, order cannot be maintained. Other agents never will supply this deficiency. A capacity for governing is one of the highest qualifications of a teacher, and there is no one perhaps which is oftener found wanting. Prudential committees should be on their guard in selecting teachers, that they may secure those who can govern as well as teach. If the regulations of a school be such that a teacher is obliged to employ one-half of his talent three-fourths of his time, and all his energy to keep his school in subjection, but a small portion of his ability will be left for instruction. But unless the teachers have the co-operation of parents, or at least their acquiescence, their best efforts must be frustrated; the opposition of parents they cannot withstand. To govern both children and parents is a task beyond their powers. If parents show more interest in the rearing the lamb, the calf or the colt, than in the education of their children, it is very certain that children will be indifferent or averse to their studies, and their indifference is but the reflection of that which is manifested by their parents. The duty of parents is plain; they must convince their children that education is the most important of all concerns, and the one in which they feel a deep interest. They should teach them that knowledge is among the most valuable of earthly possessions, and one of the highest objects of human pursuit.

School Committee.—Calvin Priest, Asa S. Packard.

LEVERETT.

We believe it necessary that our school teachers should be modeled a little more after the old Centurion of whom we read, whose words had such persuasive power; to one he says: "Go, and he goeth; to another, come, and he cometh," and to a third, "Do this, and he doeth it." If children are not taught to keep their places at home, and yield to parental restraint, the town must not expect their committees to put into their schools such teachers as will make them docile, and subdue into obedience their rough and unyielding natures. To govern such would be almost as difficult as to govern the winds and waves.

We must not blame the teacher for being slow to apply the strong rod of correction, when it sometimes makes such a terrible commotion in the district. No difficulty is found in the management of that school where the pupils are well taught at home. Some of our little folks talk and act as if they expected at school to have an easy time, and even make their parents believe they can obtain a good education without much toil that they can be out late at night, engaging in pleasures and

amusements, and still make good progress in their studies. But this is a mistake. Learning will not come without toil, and the body must be refreshed and the mind clear, else "knowledge will not be sought as silver, and searched for as hid treasure." The temple of knowledge stands upon a steep and rugged hill, and it is only by patient climbing that it can be reached. There is no royal road to it, though men try to reduce it to a railroad grade that the young ladies and gentlemen, reposing in finely cushioned cars, may glide swiftly along on a dead level. "We are wearied with learning made easy, for we do not believe in doing up English grammar in half a dozen recitations, or training the most crooked and stubborn fingers to trace the most neat and beautiful writing in a dozen exercises." Such an education will not discipline the mind and the heart for the severe realities of life; it will not yield the harvest which labor alone can secure.

School Committee.—David Eastman, Francis Frary.

NEW SALEM.

We very much regret that there were a number of the older boys in the school who did not show the teacher that respect to which she was entitled, or manifest that interest in their studies which they should have done, or which their parents desired. If the conduct of these scholars, while at school, is to be taken as an index, we would say there was but little *home influence* exercised by some of the parents in the district. It is apprehended that some of the parents in the district have encouraged their children to be rude and disrespectful to their teachers and others, not by actually telling them to be so, but by their incautious remarks in their presence, at home, in the highway, and in the houses of their neighbors. Let scholars hear their parents speak disrespectfully of their teacher, and certain it is, that the teacher's authority in the school-room will soon be materially lessened.

Let parents do their duty to their children, let them "train them up in the way they should go," and certain it is, we should seldom hear complaints of their disrespectful or bad conduct while at school.

School Committee.—W. T. Giles, J. W. Adams, A. W. Paige.

SHUTESBURY.

In respect to truant children in this town, there has been some improvement, but not to the extent desirable. It is the opinion of your

Committee, three persons should again be appointed, according to an Act of legislature, May 3d, 1850, to look after truant children.

School Committee.—James Tisdale, Asa Ober, W. M. Parker.

WARWICK.

Order, as a means of improvement, is essential to every good school; and government is necessary in order to secure order. Order and government, therefore, do not both mean one and the same thing; for there may be a good degree of order without much government, and a great degree of government without much order. Both united and wisely blended together in the same school, are almost sure to render it successful. And what are the obstacles in the way of their being united in all our schools? The only ostensible obstacles are the moral habits and dispositions of the children; for if the children were all trained alike under the same moral influences at home, they would all behave very nearly alike at school. But some children do not seem to know the meaning of order, having never been taught it at home; and perhaps, they have no disposition to observe it. Now, such children must be disciplined at school, and made to obey the rules and regulations. Their own good requires it; the good of the school requires it; the public good requires it. All parents agree to this, and insist upon it, that there shall be order in school. Some are even loud in their praises of order. But, as soon as their own children are the subjects of discipline, which makes all the difference in the world, "this alters the case;" then comes a *but* or an *if*, as in the case of the lawyer and the farmer in the fable, with regard to "an unlucky bull." Their idea seems to be, "you must keep good order in school, *but* you must not touch our children; *if* you do, we will make you trouble." In such cases, the children become mere puppets in the school-room, and parents the wire-pullers behind the curtain, causing all the antics and disorders which take place there. Besides, there are some parents who are theoretically, as well as practically, opposed to all government. They tell you plainly, and even boastingly, that they have never corrected their children. They need not, however, inform you of this fact but once; for if they had been silent upon the subject you would have suspected it, by the behavior of their children. The truth is, parents should teach their children at home to obey the rules and regulations of the school; and on the first appearance of insubordination among them, they should exert all their influence to suppress it.

Of all the evil practices which prevail in the school-room, whispering is perhaps the worst, as it leads to almost all other evil practices. The

scholar who whispers when he knows it is wrong, and is told to abstain from it, will be guilty of any other act of disobedience, however wicked, mean and derogatory. If he be guilty of violating the rules of school in this one particular, he thereby manifests a disposition which will infallibly lead him, in similar circumstances, to violate every other. Being destitute of moral principle, "he has no control over his own spirit, and is like a city that is broken down and without walls." You cannot depend upon him—upon his word, his honesty, his sincerity. He is a mere eye-servant, and only observant of order so long as the eye of the teacher is upon him. As soon as the teacher's back is turned, it is buzz, *buzz*, BUZZ, again. This is by no means the character and condition of all our schools,—far from it. In quite a number of our best schools, whispering has been entirely done away; or it prevails only to a very limited extent. This happy result has been effected by the united efforts of the teachers, the school committee, and the parents. For without the influence and co-operation of parents, it will be impossible for teachers, single-handed and alone, though backed up by the authority of the Committee, to accomplish this object.

WHATELY.

Parents may, in the majority of the cases, where want of success is exhibited, attribute a large portion of the want of success to themselves, for, without government at home, you can expect none in the school-room; and if a teacher does succeed, it is too frequently in spite of parents and guardians. Teachers ought to receive, at the hands of parents, their hearty and cordial co-operation, and then their task is a hard one.

School Committee.—JAS. M. CRAFTS.

BERKSHIRE COUNTY.

LENOX.

The deportment of the pupils, when we have been present, has been in a high degree meritorious, and we feel that we should be quite delinquent in one part of our duty, should we fail to give notice of it in our report. There has no instance come to our knowledge of an unhappy

misunderstanding or painful collision, between teacher and pupil, in any of the schools during the year. The teachers have, themselves, generally been models, and a great portion of the pupils have appeared anxious to imitate them. A spirit of kindness and mutual regard for the manifest rights of all, have been scrupulously observed. In the first place, the teachers have been very careful, on their part, to require nothing of their pupils which did not appear indispensably necessary for the interest of the school.

No angry words, harsh threats, or fierce, menacing eye has been resorted to to enforce obedience. On the contrary, the pupils have been appealed to as rational beings, capable of understanding the duties of their situation, and the relation in which they stood to their teacher, themselves, and the world. The Scriptures have been read in all the schools, and by all the pupils who were able to read, and in some of them prayer has been offered at the commencement of the morning exercise, and in some classes, the Testament has been used as a reading book in the morning and afternoon session. At the commencement of the summer schools, it was recommended that every pupil should, each day, commit to memory one verse at least, of Scripture, and recite it at the close of the afternoon school. The practice was, by many of them, adopted, and the effect upon the manners and morals of the pupils was so distinctly marked, as to excite particular interest from both parents and spectators.

Chairman.—ALBERT G. BELDEN.

SANDISFIELD.

It was a rule with the Committee, at the examination of teachers, to inquire particularly into their qualifications for the government and general management of a school, as well as for hearing recitations, and communicating knowledge in the illustrations of the various branches of science to be taught. Whenever a teacher was found without experience in these matters, the Committee have endeavored to give him that instruction with regard to practical school-keeping, which they desired to have carried out in the school-room. One great obstacle to success, with regard to some teachers whose literary and scientific attainments were highly respectable, was their want of tact and spirit, to do things easily, quickly, and at the right time—to adapt themselves to the nature and exigencies of the school.

The law as much requires instruction in "good behavior" as in reading, writing, or any other science; and more than this, it declares it to be the duty of every teacher, "to exert his best endeavors

to impress upon the minds of children and youth committed to his care and instruction, the principles of piety, and all other moral virtues. And what is piety? The first and highest definition, as given by Webster, is this: "Piety in principle, is a compound of veneration, or reverence of the Supreme Being, and love of his character, or veneration accompanied with love;—and piety in practice, is the exercise of these affections in obedience to his will and devotion to his service." And piety, says Dr. Johnson, "is the only proper and adequate relief of decaying nature." Every teacher of a district school, therefore, is to exert his best endeavors, to impress on the minds of his pupils the principles of reverence and love to God, and of all the moral virtues, "which are the ornament of human society, and the basis upon which a republican constitution is founded." And among these virtues are mentioned, justice, a sacred regard to truth, and chastity. The teacher, then, is to impress on the minds of the children and youth in his school, the principles of social and moral purity. Furthermore, he is to "endeavor to lead their minds into a clear understanding of the tendency of these virtues, to preserve and perfect a republican constitution, and secure the blessings of liberty, as well as to promote their future happiness; and he is still further, "to point out to his pupils the evil tendency of the opposite vices."

Such was, and is, the grand object of the free school system in this Commonwealth. It is to give instruction in the elements of learning,—it is to give instruction in good behavior, and in the moral virtues. And all this is as it should be.

Every body knows that the moral virtues lie at the foundation of civil liberty; that the moral virtues and good behavior constitute the basis of social and domestic happiness. Cultivate only the intellect of children and youth, and you but make them wise to do evil. But let virtue be joined with knowledge in their education, and then their intelligence will be graced with refined feeling and amiable deportment: "Your sons will be as plants grown up in their youth,—your daughters as corner-stones polished after the similitude of a palace;" children will be lovely and beloved in their respective families and neighborhoods; will be qualified as they grow up, to appreciate the blessings of a free government, and disposed to exert their best energies to preserve and perpetuate those blessings. Now let this grand object of our common school system,—let the blessings that must attend the instruction of children in the moral virtues and good behavior, in connection with the elements of science, be held up prominently before the minds of the citizens of this town, and continued there, till an impression is made of the necessity and worth of moral education in union with intellectual education; and as our fellow-citizens value their own happiness,—as they value the

peace, purity, refinement and happiness of their own families, and of the society in which they live, so will they endeavor to secure for their respective districts such teachers and such only, as are qualified, not merely to give instruction in the sciences, but by example, as well as precept, to give instruction in the cardinal virtues also.

Teachers of this stamp must be employed, or the intention of the law with regard to public instruction will not be answered, nor will the great blessings of a common school education be secured.

School Committee.—Aaron Pickett, Geo. A. Shepard.

SAVOY.

In reviewing the state of the schools for the year, we regret to say that in our opinion, they are not what they ought to be. It may be said of our schools generally, that a higher degree of order would materially conduce to improve and elevate them. Two of the schools have been nearly worthless, and one entirely so, by there not being a manifest sense of the teacher's authority pre-eminent in the school-room. If a teacher does not possess the requisite amount of talent in governing and managing a school,—let his other qualifications be of the highest grade,—his usefulness will be essentially lessened.

One reason why a greater number of our teachers do not succeed better in the government of schools, is, that some parents, instead of co-operating with the teacher, and sustaining him in his efforts for the benefit of the school, withhold their cordial support, or sometimes openly oppose him in the proper exercise of his authority, particularly if he has to use severe measures in subduing their children. Such parents do not require obedience of their children at home, and they are much displeased if the teacher requires them to obey the rules of school.

Thus, under such influences as these, the teacher, if he has not sufficient moral courage to do his duty without regard to consequences, too often yields, and his authority together with his usefulness, is at an end.

WINDSOR.

Good discipline in school lies at the foundation of successful teaching, and has a tendency to prepare pupils to become good citizens, obedient to the laws, and the supporters of morality and virtue. It has ever been the desire of your Committee, that the schools should be governed by mild and persuasive means; but to reform every disorderly practice in our schools, and establish and preserve good discipline, is no light task,

and the question is, how or by whom it shall be done? The work requires the combined efforts of different agents, but the teachers must be the principal ones. A capacity for governing is one of the highest qualifications of a teacher, and there is no one, perhaps, which is oftener found wanting. This is not strange, for persons are sometimes employed as teachers who never thought of the art of governing; who, in fact, never learned to govern themselves, and were they pupils, would need the eye of a master to keep them in order. We want teachers who, in addition to the requisite natural gifts, and the other necessary qualifications, have some weight and dignity of character,—who, with mild and gentle, conciliating manners, unite much firmness of purpose,—who having prescribed judicious rules for their schools, will adhere to them,—who though kind and affectionate towards the pupils, are yet decided in maintaining their own authority,—who have a good knowledge of human nature and sound common sense, and know how to make their pupils love them and fear them. Such teachers, upheld by faithful committees and by the parents of the scholars, could not fail to secure good order and discipline in our schools.

Your Committee are happy to say that a commendable degree of ambition has been manifested in most of our schools, the past year, for acquiring a good common school education.

School Committee.—Philo Wright, S. K. Wisner.

NORFOLK COUNTY.

CANTON.

We have been pained to know of instances of severe corporal punishment in some of the schools. This we do not approve, except in cases of aggravated misconduct, and then only as a last resort, when other means have failed to effect the desired result. In order to be beneficial, the discipline exercised should always be such as will reach and affect the moral powers. It is a fact worthy of notice, that those teachers who stand the highest, and have the best success, are seldom known to use severe measures. The kind and gentle, though firm and decided manner, a countenance beaming with pleasantness, and a voice mellow,

winning and affectionate, are a mightier power than physical force, and can prevail with even the most wayward. The true point in the government of the school-room does not so much consist in the correction of a wrong by an appropriate punishment, as in preventing the wrong by bringing into action and cultivating the better feelings and virtues of the heart, love, kindness, truthfulness and self-respect, through the exhibition of these virtues in the teacher.

School Committee.—Joseph Crehore, Solomon Clark.

DEDHAM.

Cases of severe discipline become more and more infrequent.

DOVER.

We know that almost, if not altogether, where there has been a marked deficiency in the school, a partial or a total failure, it may be summed up in these words: A laxness in government, or a want of tact in controlling the pupils. Now whether the teacher is always wholly to blame, and responsible for this defect; or whether a little more wholesome family government would not greatly lessen the evils in schools, we leave it for you to consider. At least we think the teacher should be sustained in controlling the school. If at any time the Committee seem too indulgent towards the teacher, it is because of the spirit manifested by some, to criticise and blame the teacher for every disciplinary measure, and for every fault in the school. We beg leave to say, then, that parents can do something towards making a good school, by encouraging their children, and teaching them to think well and speak well of their teacher. The children can do something as well as the teacher and committee. And if all do something, surely something will be done, and the results will appear—most to the *satisfaction* of those who have done the most.

School Committee.—J. Haskell, Sherman Battell, Asa Talbot, James Chickering, C. A. Bigelow.

FOXBOROUGH.

To secure the greatest amount of profits from the labors of a faithful teacher, parents must give him the benefit of their sympathy.

If you desire to have good schools for your children, you must co-

operate with the Committee in sustaining and encouraging the teacher, and not give heed to every complaint that reaches your ears.

There is an individual responsibility resting with every parent that cannot be evaded nor deputed. There is an home education, which, in its powerful influence for good or evil, its lasting impression upon the character of the child, far outweighs any other. Parents who neglect this sometimes find that their children do not succeed well at school. For this, the teacher feels the "outpourings of their wrath," and perhaps the Committee come in for a share. When their children do wrong, they complain of the teacher for punishing them, and find fault with the Committee for keeping such a teacher in school, when perhaps the fault lies so near home that the complainant cannot see it.

It is very easy for parents, if they are so disposed, to create a prejudice and excitement against a teacher for a very slight cause, and it is too often done; the result generally is that the school is spoiled and the children lose the benefit of a term's schooling. Fortunately this class of parents are few in number in this town and rapidly decreasing. The greatest trouble is apathy. It is taken too much for granted that our schools are doing well enough. Want of time, procrastination and other causes, are thinning out the visits of parents in the school-room, until some of our schools see hardly a visitor from one end of the term to the other. Have we not then reason to suppose that parents absent from, forget their schools? Shall we not then urge it upon you, that our schools, which are of common interest to us all, should receive the benefit of your visits? By seeing them, you can form correct judgment of their progress and management, and having their best welfare in view, we fear no contests amongst those interested in them.

MEDFIELD.

Once more we would suggest the inquiry whether sufficient consideration is given to the *ultimate end of education* in our schools, and sufficient aid afforded to the committee and the teachers, in enforcing those regulations and requirements which look to the *formation of character*. Do we remember, as we ought, that intellect is immortal, and that the "heart shall live forever;" and that all youthful instruction and discipline should have reference to their permanent continuance and undying value? Does the thought ever weigh upon our minds, that the best instruction may be, and often is, rendered wholly unavailing by the force of circumstances surrounding the scholar, and the impure and corrupting influences to which he is exposed?

"Circumstances," says an eminent teacher and advocate of religion

and education, "will have much more to do with the acquisition of knowledge and the formation of character than is often supposed. They make the atmosphere by which he is surrounded—the climate in which he resides. They make up that assemblage of invisible, intangible, indescribable influences, which, in the moral world, as in the natural, give a complexion and hue, constitution and character, to all who are subjected to its influences, to which they of necessity yield, and which they in vain seek to counteract. No effort could give to the inhabitants of hotter and more voluptuous climes, the hardihood and vigor of those who inhabit the temperate regions; for all the influences of nature, mysterious and inexplicable as they are, are against it. Place the plants and fruits of the tropics beneath the skies of a higher latitude, and no care will prevent them from degenerating. The invisible operations of climate are not to be counteracted or resisted. So in the moral constitution of man. There is a climate formed by the society in which one lives, and the circumstances to which he is there exposed, whose influence may not be detected or described; but which does more than all things else to temper his mind, to give the tone to his dispositions, to form his principles and habits, and to determine the growth, proportions and stature of his whole character. It is of the first importance in education to give heed to this consideration. Inattention to this is the cause of frequent ill success in what appear to be the best arranged processes of instruction. Great pains have been taken, and expensive apparatus employed, with most unsatisfactory results. It was the wrong sort of pains. The controlling power of circumstances was overlooked. The influences of situation, companions, example and social habits, were disregarded."

These remarks, though intended by their author for a higher and wider scope, have their application here. It is this moral atmosphere, this invisible but ever working agency of circumstances, which presents the greatest obstacle in the way of elevating the tone of our schools, and of rendering them what they ought to be; not merely places for the development of the faculties and the acquisition of knowledge, but for the formation of character, and the preparation of the young for all the duties, responsibilities, temptations and struggles of life.

Let any one place himself in the vicinity of some school-house,—whose place you may imagine, but we shall not name,—when the children are assembled, and before the hour of study has arrived, or during the interval between the forenoon and afternoon exercises. Let him witness the reckless abuse of the building,—the rude and boisterous sport within and around it,—the frequent annoyance, or even insult, of the passing citizen, or, it may be, of some aged and infirm traveller. Let him hear the irreverent, and often blasphemous, or filthy language,

spoken there. Let him hear the frivolous gossip, or the pestilent tales of the street, repeated with eager delight. Let him notice the ebullitions of passion, issuing in angry contentions, and even dangerous quarrels. Can he, for a moment, doubt whether the discipline and instruction of that school is answering its purpose, or not, in the growing habits and the forming characters of the scholars? Can he, for a moment, believe that here is a safe place for the moral, if it can possibly be a useful place for the mental, education of the children of the community? Is the moral atmosphere, which they must breathe, a healthy one? Will the hidden force of circumstances, which they cannot but feel, foster the growth of good or bad seed?

If a right line be drawn from any point of the earth's surface to one of the fixed stars, the smallest deviation from an exactly true course, though but a hair's breadth at its commencement, will carry that line millions of miles aside from its object. So, may it be said, will the slightest deviation from the true course of a proper education of a child, be it ever so trivial at first, lead, if continued, to results immensely different from such as we desire and expect. Our children, whether we are aware of it or not, are now receiving the most lasting and effective impressions. Many a deviation from rectitude, many a word, or deed, which has wrung the heart of some unhappy parent with agony, has had its origin in the influences of the school-room; in the circumstances which surrounded and imperceptibly corrupted the scholar there. Shall we not then demand that our schools be kept free from corrupt and corrupting influences? Shall we not rigorously insist on a minute and unyielding attention to good order, gentle manners, chaste language, and pure morals there; and endeavor, in some effectual way, to create and preserve a healthy moral, as well as natural, atmosphere, within and around the school-room? Let us remember the moral character of its schools exhibits, in no doubtful light, the regard for morality and virtue which is cherished in the community which sustains them. Let us consider that what our children are now educated to be, such will the reputation and character of Medfield be, when we are sleeping in the dust.

MILTON.

The only point of difference between the Committee and any of the teachers has been in regard to the severity of deportment towards the scholars, and especially the occasions where it is expedient to inflict corporal punishment. The Committee think that bodily chastisement should be the teacher's strange work, to be administered effectively when it is administered at all, but not to be held up as a leading influ-

ence in the regulation of a school, nor allowed to lose its moral power from the frequency with which it is applied or threatened. As a last resort, it must sometimes be used. Where constantly employed, it argues a want in the teacher, and is more certain evidence against those who inflict it than those on whom it is inflicted. There are higher and better incentives to study: the hopeful element is that which should be most cherished in our schools. The love of knowledge, growing by exercise in the attainment of knowledge, will outlast the instructions by which it is first called out. It will prepare the young for the difficult and important stations of life, and they will always look back with thankfulness to those by whom it has been awakened and encouraged. An unreasonable severity chills the natural enthusiasm of the young, converts their lessons into unwelcome tasks, makes the school-hours irksome, and their thought of them uninviting and repulsive. The associations connected with the school, and the recollections of the teacher, become unpleasant. A cheerful countenance, a ready sympathy with the pupils, a generous appreciation of their trials, the habit of appealing to their finer elements of character and the highest motives that can act upon them, will give the teacher a power over them that nothing else can. His instructions blend themselves with their best affections, and help to form, not only habits of study, but habits of thought and of life.

Where the love and the pursuit of knowledge are intimately connected with the hope of usefulness and the sense of duty, they furnish the surest augury of future honor, prosperity and virtue to the individual and the community. It is thus that our schools are exercising a most beneficent influence on all. They are the noblest charity to the poor, and the richest benefaction to the wealthy. From year to year, and indeed, from day to day, they are pouring into every department of life the streams of intelligence and virtue, which alone can neutralize the elements of ignorance and vice that are flooding in upon us from every quarter. They render property more secure and more valuable. The higher duties and relations of man are better appreciated. His rights are held more sacred. Man is more honored for what he is, and less for what he has. Intelligence, while it is the surest passport to riches, is recognized as in itself better than money; and integrity, while it leads to positions of trust and distinction, has in itself a higher claim to confidence and respect than outward success. Thus, through an enlightened education of mind, character and heart, such as our public schools are doing a vast deal to promote, the great purposes of a popular government are secured; the only true equality among men is maintained; the wealthy are protected in their rights; the poor boy's prospect of success is as good as that of the rich; the means are pro-

vided, and the way is open alike to all; the innocent resources of enjoyment are multiplied and diffused; new safeguards are thrown round the young in their moral exposures; and life itself is made better worth the living.

Chairman.—J. H. Morrison.

WEYMOUTH.

The teacher in the southerly section of the district did not meet with that success which is to be desired. There was not that unanimity of feeling existing between teacher and pupil that is so essential to the welfare of a school.

This was owing, in some measure, to the want of co-operation on the part of some of the parents in the district, who did not sustain her in enforcing order in the school; and although the teacher managed to keep the school tolerably quiet, her influence was weakened by that outward lack of sympathy.

It is the aim of the committees to place in the schools the best teachers which can be obtained; and though their best hopes may not be always realized in their trial, still the true course is for parents and friends to co-operate with the committee and the teachers to secure in the minds of the children confidence and respect towards the teacher, and abiding regard for the order and discipline of the school. Too much prudence and self-control cannot be exercised in a matter of so much importance. If parents listen to every complaint of their children, and join with them in their outcries before understanding the matter, it increases the difficulties of the teacher and committees, tends to spread disorder and confusion, and in the end, disturbs the well-disposed in the enjoyment of their privileges, and unlawfully injures them in their rights. Let school laws be respected as well as all other laws, and the harmony and prosperity of schools may be secured.

School Committee.—E. S. Potter, J. P. Terry, C. Terry, J. W. Loud, B. F. White, E. S. Beals, Wm. Dyer, Jr., J. L. Bates.

WRENTHAM.

A good teacher must, in the first place, be deeply penetrated by a sense of the momentous consequences, which, whether he acts in view of them or not, must and will result from his intercourse with the pupils, and from his instructions, both by precept and example, which he communicates.

It is not enough for him to teach his scholars orally the amenities and proprieties of enlightened and refined society, but he or she must *act* the gentleman or lady, in every word, movement, and *gesture* even, in presence of the pupil. He must not, while administering reproof or correction for some sudden ebullition of anger in the scholar, suffer *his own temper* to escape from his control. He must not, *in words*, insist on a rigid adherence to *truth* on all occasions, while he forgets to fulfil a promise, or execute a threat made in the hearing of his pupils. He must endeavor to maintain good order and proper discipline by motives addressed to the understanding and conscience of his pupils; but if these fail, then obedience must be enforced by motives of another and sterner character. Good order and strict discipline are to be maintained at all hazards.

He must carefully guard against the extremes, on the one hand, of refraining to inflict corporal punishment, when all other means of maintaining discipline fail, out of a *pseudo* tenderness for the offender; or, on the other, inflicting it with feelings of revenge or anger. His deportment in and out of the school-room, must be such as to command the respect, love and confidence of his pupils, without which, his efforts, however arduous, will not be productive of any great degree of success. He must be apt to teach; by clearly illustrating and applying the ideas embodied in the lesson, and pointing out the bearing, if any they may have, on the future destinies of his pupils, as citizens of our free Republic. He must constantly inculcate the duty of cheerful subjection to lawful authority, of respect for old age; and in all things of acting up to the spirit of "the golden rule."

There are, in our opinion, three elements, which must, *in all cases*, enter into the character of a good school, viz.: stillness, studiousness, and no communication between scholars without special permission. The last, though of a decidedly negative character, is yet, owing to the prevalence of the evil of which it is the opposite, entitled to paramount consideration. The habit of "whispering" in schools, if allowed by the teacher without express permission, is entirely subversive of the other two elements named, and utterly incompatible with the idea of a *good school*. A *good teacher* will therefore brand this offence with infamy; and make it one of his first duties to banish it from the school-room, never suffering a single instance of it, which falls under his observation, to escape a severe reprimand, if not a more condign punishment.

BRISTOL COUNTY.

FALL RIVER.

The influence which parents exercise, for weal or for wo, over their children, as well in the school-room as in the domestic circle, can hardly be exaggerated. If that influence is employed to aid and encourage the teacher in enforcing good and wholesome regulations in school,—such as a regular and prompt attendance of the child at school, order and discipline while in school, a love of study and a laudable ambition to excel in them, the importance of moral as well as intellectual culture, and a hearty concurrence with the teacher in all proper and necessary correction,—the power and effect of such an influence upon the school would be incalculable, as well in the improvement of the mind, the manners and the morals of the child, as in relieving the teacher of many unpleasant duties. Seldom would there be occasion for correction by the teacher, or a pang of remorse by the scholar.

If, on the contrary, parents allow their children to be irregular and tardy at school,—if they will indulge a morbid sympathy for the child, when properly chastised in school,—if they are regardless of his moral and religious training at home, and assume to prescribe limitations to the teacher's authority in the school-room, it will require no prophetic ken to predict consequences the most disastrous to the school and the scholar.

No pains or expense are spared to educate and qualify the teacher. The intellectual training, the modes of government, the methods of instruction, Normal Schools, educational journals, and all available means, are put in requisition to improve our school system, and educate the teachers for their respective offices.

This is right; but not all that is right. How comparatively little is done in the domestic circle to develop and educate the mind and the affections, and to secure correct moral sentiments. How large a proportion of children are left to outside influences and accidental training. How many parents are too willing and too wont to cast upon teachers the responsibility which belongs to the refined influences of home. Children receive the most impressive lessons at home, learned at the mother's side. Hence the importance of domestic discipline to mould aright the delicate and susceptible minds intrusted to the parent's charge, before, as well as after, they become the inmates of the school-room.

If parents will visit the schools occasionally, and confer with the practical educators of their children, mark the discipline of the school and the progress of the scholars, they will be less likely to listen to any trivial complaints, and better prepared to judge of the school and the teachers.

MANSFIELD.

The state of discipline in most of our schools has been of a mild and satisfactory nature.

This is a subject of great importance, and demands the careful consideration of every parent, that teachers may receive the aid which they need in gaining and preserving a kind, wholesome, and pleasant state of discipline. Unless our schools are well governed, they cannot be well taught. If parents and teachers will understand each other, and labor with a true and harmonious spirit of co-operation, there will be little cause to complain of the state of discipline in our schools.

We can always speak in terms of the highest commendation of one teacher who has been eminently successful in appealing to the better feelings of those under her charge. Her guidance has been such as to exert a good moral influence over all. One instance of her management we will mention by way of illustration.

On examination day, a certain pupil was making some disturbance, which attracted the attention of the teacher; she beckoned him to her side, and administered a reproof that carried with it a most salutary effect. He came to her side, and she spoke no words of censure, but gently smoothed his hair while she continued to hear the recitation of the class before her. The attention of the other pupils was not withdrawn from their books, as is often the case when corporal punishment is administered—no interruption of the exercises was occasioned, and every thing went on quietly as before.

At length, when the class had completed its recitation, the teacher asked the little boy, if he now thought he could take his seat and be a good boy; and being answered in the affirmative, she excused his error and allowed him to take his seat. The kind spirit manifested in this gentle reproof was felt by the offender, and was more efficacious than a severe chastisement would have been.

Your Committee have since watched that boy's course, and are happy to say it has been commendable both as regards deportment and punctual attendance at school. His name is with the list of those who have not been absent or tardy during the winter term. The winning influence of his teacher has done much for him, while his own efforts for improvement are worthy of praise. The teacher alluded to is mild and firm, but

seldom or never severe. Parents cannot too highly value the privilege of placing their children under the care of such teachers.

NORTON.

There is an education of behavior and manners, as well as that derived from books. Your Committee have often noticed with pleasure in many of the schools, the mutual friendship existing among scholars, and their becoming deportment at the interims of school, and in going to and returning from it. Every advance of a scholar in this direction, is an invaluable attainment, which imparts an exquisite charm to the youthful life, and which may be expected to grow up to manhood, and earn for its possessor the rich reputation of a useful and worthy citizen.

Our honored forefathers practised many virtues, which it would not be well, either for us or our children to discard. Among these, we believe that some of their good old customs of respect, would not, even in our day, work any harm to the head or heart of the children of the present generation. "Thou shalt rise up before the hoary head, and honor the face of the old man, and fear thy God," is a duty enjoined on us in the great text-book of life. We would that this holy injunction were cherished in the heart and practised in the life of all our youth, and especially in our common schools.

REHOBOTH.

The evils of encouraging in children a spirit of rebellion against the rightful authority of the teacher, are of much greater magnitude. This, perhaps, is often done unintentionally by fitfulness of parental authority at home. In other instances, the authority of the teacher is impaired, and the benefit of his discipline destroyed by expression of parental sympathy with scholars who have been chastised at school.

Judicious parents will, therefore, be very cautious how they receive the complaints of their children who have been punished at school. There are some cases where severe punishment is the greatest benefit which a teacher can bestow upon a refractory or vicious scholar.

We would not advocate undue severity of school-discipline or the infallibility of teachers; but where indolence or disobedience, or vice of scholars demand correction as they sometimes do, it is wise and just for parents to acquiesce in the punishment of the teacher, if they are not unreasonable and cruel. The law puts the teacher in the place of parents We doubt not that teachers may sometimes err in punishing the innocent or the guilty with undue severity, yet are these not errors to which

parents are also liable, and which the best governments sometimes commit. Whenever a teacher exercises the parental authority with the moderation, judgment and kind feelings of a parent, his corrective inflictions should be sustained, and his occasional mistakes charitably overlooked. It is indispensable to the success of any school, that the teacher should have the cordial and uniform co-operation of the parents and guardians of scholars; without such co-operation, the best teachers will fail; with it, inferior ones will produce valuable results.

PLYMOUTH COUNTY.

KINGSTON.

Perhaps the want of wholesome and judicious discipline has been, for a number of years, the greatest deficiency in our schools; and this cannot be remedied by the unassisted efforts of the teacher. How can he be expected to harmonize and control the various dispositions and temperaments which are brought together in the school-room, and to evoke order from chaos, when the partial and one-sided, if not actually false statements of spoiled children, are received by unreflecting parents with as much consideration as if they contained the sum of all wisdom; and when, on this *ex parte* evidence, the teacher is daily arraigned and tried, in the presence of the children, and convicted of all sorts of heinous offences. Order is indispensable to the prosperity of a school, and must be maintained. It is, doubtless, best that it should be secured without resorting to corporal punishment, in all cases where it is practicable; but we have not the credulity to suppose that the teachers whom we are able to command, can uniformly secure strict obedience without the use of the rod. There are some whose moral natures are so dormant as to be successfully appealed to only through the instrumentality of the birch. When such an exigency arises, chastisement should be inflicted without fear or favor; and all parents, whose minds are not blinded by prejudice, or perverted by mawkish sentiment, will sustain the teacher in such a course. We repeat it, parents, on you rests the chief responsibility. The teacher may come to his work full of energy and devotedness, deeply imbued with the spirit of his calling; he may labor in season and out of season, until he is ready to die of toil; yet, if he does not have the sym-

pathy of those for whom he is laboring—if his zeal and enthusiasm awaken no corresponding emotions in their bosoms, his spirits will droop, his energies flag, and his success be but indifferent.

SCITUATE.

Manners, says Horace Mann, easily and rapidly mature into morals. How important then that parents and teachers should ever be watchful in developing the good and checking the bad. Scholars carry into the school-room those manners which are inculcated by their parents; and so small is the time *in* school to the time *out*, it is useless to expect a great degree of improvement, till parents shall do their duty.

It is not contended that Scituate is behind the towns generally in good manners; but it is an undeniable fact that we are ill-mannered ly! A fact glaring from the street—glaring from the school-room—glaring from the public assembly—glaring from the church, and glaring at every turn, till one becomes almost blinded and hopeless for the progress of the race. A rough, uncouth, boisterous, impertinent, saucy, surly and sulky boy may become a good member of society, but the chances are strongly against it. Bad manners are a nuisance, and demand a speedy abatement. Nor would we have in their place that stiff, right-angled formality which chills as much as bad manners disgusts; nor yet that stilted, affected, mincing, sickening kind; but those outward acts proceeding from kind feelings, however they shall manifest themselves. Teachers have much to do in this respect, and parents every thing.

SOUTH SCITUATE.

One defect, which we have often witnessed, is a want of efficient discipline. Though we should regret a return to the severity once common in schools, we are forced to believe that there is at present little danger of erring in that direction. The tendency is the other way; and in some parts of the town it is so strong, that very few teachers could keep good order without giving offence. Some seem to think the teacher is getting along well with the scholars, if no punishment is inflicted, even though there is a great degree of disorder, and would be very ready to find fault should any correction take place, however necessary it might be.

So long as this is the case, we can hardly expect to have that order in our schools which their good requires. The parents must co-operate with the teacher in this, as well as in other things, if they would have the schools take the rank they ought, and might, but which they most

certainly do not now take. Our schools are not what they should be; and it is very important that people should look into this matter, and endeavor to discover the cause, and apply the remedy.

It can scarcely be expected that teachers can secure good order, if parents do not train their children well at home, and then lend their influence to assist the teacher. But, when parents do neither of these, very few teachers can maintain the discipline necessary without giving serious offence; and then parents often endeavor to counteract, instead of aiding, the efforts of the teacher.

This, and the indifference so observable through the town, have undoubtedly done much to hinder the prosperity of the schools. We can scarcely expect children to take a deep interest in their studies, if parents care little about their education. But when indifference is transformed into hostility to the teacher's method of government or of instruction, the children's progress is greatly retarded, and no small moral injury is inflicted. Our schools are constantly suffering from both these causes; but chiefly from indifference. Could the latter obstacle be removed, the greater attention that would be given to the subject would often prevent parents from feeling dissatisfied. Those who best understand what is necessary to be done in school, are least likely, as a general thing, to complain. It is very common to hear people find fault with what is deserving of commendation.

School Committee.—C. Stetson, L. L. Record, D. B. Ford.

DUKES COUNTY.

TISBURY.

We are certain that the moment a parent begins to tolerate any deviation from, or interference with, the just requirements of the teacher, that moment the usefulness of the teacher begins to wane. The confidence of the pupil is weakened or wholly destroyed, and the school, instead of a blessing, becomes a total waste, both of time and money.

School Committee.—Alphonzo D. Luce, R. W. Crocker.

STUDIES AND METHODS OF INSTRUCTION.

SUFFOLK COUNTY.

BOSTON.

The necessity of the cultivation of the reasoning powers, and habits of thought, and the acquirement of principles to be illustrated by the scholars in their own language, rather than the mere repetition of facts in the language of the text-book, is more and more recognized and acted upon, and experience proves that where this plan is most thoroughly carried out, the greater is the interest manifested by pupils in their studies, and the more decided the evidence of their superiority.

ESSEX COUNTY.

GEORGETOWN.

We have sought, with the cordial co-operation of the teachers, to make thorough, practical scholars, instead of superficial and showy ones; to first, lay a good foundation, however slow the process; to make good readers and spellers—to inculcate the idea that it is better for a scholar to read well in the Second Reader, than to mock the more intellectual pages of the Fourth Reader; that it is better to recite well in a lower class, than to hang upon the skirts of a more advanced one. These considerations to us seem important. They deserve the consideration of every parent and friend of common schools. The committee and

teachers need the approbation and aid of the parents to enforce upon the scholars the great importance of being thorough in all their studies. That child suffers a positive injury that goes from home to school with the injunction of a father or mother to read in some particular book, because some scholar more advanced reads in the same book.

School Committee.—J. P. Jones, Otis Thompson, Isaiah Perkins, Henry P. Chaplin, H. Nelson, Caleb Tenney.

GLOUCESTER.

The regulations for the transfer of pupils from a lower to a higher school, and for the admission of new scholars to the Grammar, and to the High Schools, were carefully considered by the Committee, and we believe that a rigid adherence to them will do more to elevate these schools, and even the Primary also, than can be done in any other way. It is but a few years since the qualifications requisite for admission to the highest public school in town were little in advance of those now possessed by many pupils in the Primary Schools, and the present improved condition of the graded schools is to be attributed in no small degree, to the raising of the standard of qualification for admission to them; but if this standard should be disregarded, and applicants be admitted without reference to their preparation to the point required, they would soon descend to the low rank from which they have so lately risen. There is a place in school for every child in town over four years of age, and the regulations indicate precisely the right one, and operate with equal justice to all. It is hoped, therefore, that parents will, in all cases, be content to wait for the promotion of their children from the lower to the higher schools, till they are pronounced by the Committee fully qualified to take the advancing step.

In our list of schools, the two High Schools take the first place in rank, and they occupy a high position in the scale of excellence. The course of studies pursued in them comprises the highest branches of an English education, and the French, Latin and Greek languages. Some of the pupils are considerably advanced in these studies, and it is expected that henceforth a graduating class will every year leave the schools, well fitted for most of the various pursuits of life.

The Committee think that the scholars should be arranged into classes, according to the course of studies prescribed for their schools, as soon as practicable, and that no scholar not thoroughly qualified to proceed in the studies of the school, should hereafter be admitted with the yearly entering class.

GROVELAND.

Grammar School.—There were in this school twenty-four scholars over fifteen years of age. Mr. —— entered upon the discharge of his duties with zeal. He enjoyed his school. With a single exception his course was a pleasant one. His interest in his pupils led him to do much for them out of school. The order was commendable. Thoroughness was aimed at. This was especially manifested in the mathematics. So far as we can judge good progress was made.

There is a strong temptation in such a school to attend disproportionately to a few. If a teacher nourishes and gratifies the interest of those who are already enthusiastic, it is commendable. He undertakes a more difficult task, and, if successful, is worthy of more praise, if he begets enthusiasm where it is wanting.

We thought the examination was confined too much to a certain class. They did nobly. We knew they would. The question was more than once asked, "Where are the boys?" That the interest in the school was quite *general*, we know. Nor can we hold Mr. Tewksbury responsible for a strong temptation to make it otherwise.

We noticed with special interest the recitations in arithmetic. History was well taught. There was an emancipation from questions that can be easily answered without much knowledge. A successful attempt was made to secure acquaintance with historical facts in their connection. In geography, outline maps were used by some to advantage.

The rhetorical exercises following the examination were pleasing. Where these can be attended to without absorbing too much of the time and interest of the school, they are useful. There is danger.

HAMILTON.

In the discharge of our duties we have endeavored to fix upon the mind of the scholar the idea of a thorough acquaintance with the elementary branches, before aspiring to those of a higher order; and also to avoid the too prevalent idea that a great scholar is the one who can simply commit to memory the largest number of pages, or ride rough shod through an arithmetic without stopping for a moment to consider the meaning of the one, or to digest a rule of the other.

Many of the scholars were guilty of a great error, in commencing in their studies beyond their depth. The teacher should have been assured, by actual examination, that no one began farther along than he he or she could understand. At the first examination of this school,

we found a general aversion to the study of English grammar, it being entirely excluded, but were much gratified to find a class at its close.

At the examination of the teachers for the winter term they were told that we should expect them to require of each scholar, of a suitable age, exercises in composition and declamation, and we found that although many in the schools availed themselves of its advantages, yet there was not that attention to it that there should have been in any one school. A prominent error in our school instruction is in not placing a sufficient importance in the elementary branches,—the basis upon which the whole structure of education rests.

HAVERHILL.

High School.—This department in our public instruction has been, during the past year for the first time, as is well known, made a Town High School. In accordance with a vote passed by the town at the last March meeting, the Committee leased of District No. 1, for a term of ten years, the building now occupied, and expended the sum of nearly $1,000 for changes and repairs. The rooms are now convenient, beautiful and commodious; and the building is in every way adapted to the purposes for which it is designed. We congratulate our fellow-citizens upon the success of this movement. No one who visits the premises, and is apprised of the small expense at which these ample conveniences have been secured, can regret the step that has been taken. If the internal arrangements of the school are not as yet what its patrons desire, we must ask them to bear in mind that it is still in a transition state. New requirements for admission and other necessary changes could not be adopted suddenly without incurring serious evils. The commencement of another year will prepare the way to enter upon a new and more extended course of study, a plan of which is now prepared and will soon be printed. This plan, if carried out, will cause our High School to take rank among the first, and render it unnecessary for our citizens to seek out of town the facilities for a thorough and complete academical education. It may be proper also to state here, that the two departments of the High School have been united, so far as to bring many of those pursuing the same branches into the same classes for recitation. The plan thus far has succeeded well, and we see no reason why it should not be consummated to the ultimate saving of much expense for assistants, as the school shall increase, and to exerting, as we believe, a salutary influence over both departments of the school.

School Committee.—Asa Farwell, Charles Tenney, Leonard S. Parker, James R. Nichols, Geo. W. Kelly, James V. Smiley, Wales Lewis.

IPSWICH.

In their examinations of the schools, your Committee have left it to the teachers to conduct the examinations only so far as was necessary to discover their mode of teaching, and have then taken the matter into their own hands.

They have aimed to impress on teachers and pupils the importance of reading and spelling, and the improvement in these branches has been very marked. In some of the schools the reading is admirable. There is nothing for which they are more distinguished, and there is certainly nothing more desirable, or which requires and indicates more pains and skill on the part of the teacher. The instruction given evidently tended to form habits of easy, fluent and intelligent reading, and both parents and teachers have reason to pride themselves upon the excellence which the pupils have attained in this beautiful and graceful accomplishment.

The importance of thoroughness in all the instruction given, so emphatically insisted upon in the last annual report of this board, has had a very salutary influence upon the schools. A great fault has been, and still is, to a certain extent, in some of our schools, that the teachers allow the pupils to have too many studies. The pupil commencing by attempting to learn too much, ends by learning almost nothing. What is acquired is held only superficially. If any branch of study is taught at all, it is to be taught well and understandingly. The notion that the more studies a scholar has, the better must be his education, is radically wrong; and yet some teachers, who ought to know better, in order to show what flourishing schools they preside over tacitly allow, if they do not encourage this idea. A good education depends less on the number of branches studied than the thoroughness with which a few are mastered. If the question were whether the pupil should be taught to read fluently and intelligently, and with such ease that reading should be a delightful recreation for the rest of his life; so much of arithmetic as to enable him to conduct properly the business of life; so much of grammar and language as to be able to express himself in speech and writing, correctly and with facility; so much of geography and history as to know what is most essential in the physical features and products, and the character and condition of the inhabitants of all important parts of the globe; or, neglecting all, or any one of these, should substitute therefor algebra, geometry or French, we suppose there are few who, regarding the future comfort, usefulness and welfare of the scholar, would hesitate long in the decision. Boys and girls educated on this thorough plan, have acquired discipline of mind and clear ideas with it. They know what they are talking about when they talk at all. If they

undertake to write, they write sensibly and correctly. If, in the varied duties of life, they are called upon to decide in some novel combination of circumstances, they think accurately, because they know where to look for the key to the problem. The vast field of knowledge is no longer a labyrinth to them, for they hold the chart to it in a well disciplined mind, and in a capacity to study properly. Wisely, then, we think, has thoroughness been insisted upon, by your Committee, in all the schools.

LYNN.

As an illustration of the manner by which the attention of the pupil may be arrested even at the earliest stages of instruction, we will suppose a class of pupils are about to receive a lesson in the mysteries of the alphabet. In such a case, it would be well for the teacher to read a short story to them, and request some of the class to do the same. On declaring their inability, let the teacher tell them that he is about to show how to do it. Let him select from the story a simple word, as *top*, and ask all the children to examine it and utter its name repeatedly, then slowly analyze it by the sound of the letters, pointing to each letter when uttered, and giving the sound, not the name of it; selecting each day a new word, and reviewing all that has preceded, till the alphabet has become familiar, and each child is able to give the sound of each letter of words of one or two syllables. When a word of two syllables is selected, let it be one which contains one of the initial syllables of his reader, as *ac* or *ap*. Take, for instance, the word *apple*. After the pupil has learned it, point to the first syllable in the syllabic column of his reader; continue thus with other words till the pupil sees clearly that some syllables, or words,—for with the child they are, at first, identical,—have no meaning, unless connected with others. In the course of this exercise, let short, simple sentences be analyzed, continuing till the pupil is capable of studying and preparing a reading lesson. As the child learns to read each word, he should learn at the same time to spell it, thereby acquiring a habit of attention which in future will leave him no occasion to apologize for deficiency in this particular. The names of the letters may be taught after the child has learned their use, or at the time he is learning their powers. But even here confusion may be avoided by teaching the names of the consonants and of the vowels separately, since those of the former require the aid of a vowel to spell them, while those of the latter consist of one of their own powers. The sentence selected will be uttered by the pupil, at first, in a monotone; but when the words have been fully learned, let the sentence be properly read. The art of reading is the more important, as all other knowledge

from books is acquired by means of it. And he who is able to read well, by which we mean, so to read as to express to the hearer just the sentiment which the words used are intended to convey, can better comprehend the abstract ideas of all other abstract sciences. The habits formed by the pupil in his first attempts to acquire knowledge from books, that is, learning to read, will, to some extent, determine his success in subsequent pursuits. When he has acquired the power of reading consecutive words without difficulty, let great care be taken that he does not acquire a careless habit of pronouncing words, or of confounding them with each other. If a class cannot learn to read well the lesson assigned, let them read well but a part of it, though they have time to finish but a few sentences. Let no pupil attempt to read a lesson without having given it previous study.

If the world's masters of expression consume their days and nights in the study of the best methods of conveying the ideas they would communicate to others, surely it is in vain to expect much improvement in those pupils who entirely neglect previous preparation.

When the pupil has entered on the study of reading lessons, embracing words with which he is not familiar, the dictionary should be ever at hand, while studying, that he may be prepared, at recitation, to define, as well as spell, every word. After a lesson has been thus prepared, the skill of the teacher must do the rest.

When the pupil is able to read intelligibly, he may receive instruction in the science of quantity. We will suppose him to have learned the names of the digits, and to have been taught that they represent the quantities whose names they bear; that, with the exception of the representation of unity, the figures are in no respect similar in form to the quantities they represent. Thus, although the symbol 1 represents one thing of any sort, as one straight mark like itself, the other figures are quite unlike the quantities which they are used to express. And thus the teacher opens to the pupil a wide range of study calculated to exercise the highest powers of his mind. And here we would remark, that the usual course of instruction in the science of quantity, has been to commence with arithmetic; but, as the mind is more easily affected by sensible objects, it would seem more in accordance with the inductive process in education, to present to the child, at an early period, the first principles of geometry, since the quantities, which are the subject of the reasoning, are represented by lines visible to the eye, and convey, therefore, to the mind of the pupil a more distinct idea of quantity than can be conveyed by the symbols of arithmetic. The effect of such a course would be an accession to the powers of conception, and a susceptibilty of instruction in abstract mathematics by means of visible illustration. The true educator is not the mere hearer of recitation, nor the mere

instructor. His aim is higher; it is to show the pupil, "*That* in himself which he yet knows not of," to awaken the dormant, and to give vivacity to the glimmering thought, which the pupil's study has failed to accomplish. To effect this, the judicious educator, by appropriate questions, draws from the pupil the method of reasoning by which he has secured the result, and, while the attention of every pupil is given, from time to time, invites individuals of the class to suggest improvements, and extend the reasoning and application of it to the practical purposes of life. But he guards the pupil from the dangerous conclusions at which some appear to have arrived, that nothing is practical which cannot be shown to have a close connection with the acknowledged duty or the materials comforts of life. This erroneous phase of thought is sometimes detected in the question of the pupil,—"What is the *use* of this study?" The question is deeply significant of a too prevalent opinion that the education of the pupil should embrace the development of the faculties by which "he is to get a living," not by which he is to attain to "the art of living well."

It is even believed by many that too much time is spent in the study of grammar, astronomy, and the "dead languages," as if the life of the great souls of the past, poured out for the human race, *could* die. The purpose of education is the development of all the faculties that constitute the true man or woman. Whenever this maxim is renounced, we shall witness the return of the mental and moral darkness in which the slaves of despotism crouched in trembling submission. To one who asked his opinion on a theological question, a judge, of some distinction, answered: "I leave all such matters to the clergy." May it not be true that many, who pursue various avocations in life, leave not alone theological, but moral questions, to teachers and preachers, who are more directly engaged in the discusion of them? It is important for parents and teachers to decide how soon and to what extent our children should be harnessed to the special car in the journey of life. Some have already decided the question for themselves, as appears in the request sometimes made to have a son excused from certain recitations, on the plea that he is designed to be "only a mechanic, or a farmer, or a merchant," as if such employment forbade him to become a man of thorough education. Not so reasoned Franklin, Rittenhouse, nor the great men who conceived and laid the foundation of the common school system of New England. Not so should reason those who desire to perpetuate and extend the blessings of a right education among us. Let it become a political axiom, that since the common weal requires submission to equal laws for the good of all, it is bound to furnish equal facilities for education to all; and reciprocally all are bound to avail themselves of the great blessing thus freely offered to them.

The study of language, both English and classic, is by many esteemed of little importance, save to a professional pursuit. This feeling, it cannot be styled a *thought*, must have had its origin in the ill success of many teachers in developing its true principles. It will not be denied by any one, we think, that a knowledge of the power and use of language is absolutely essential to a good education. Nor is it enough that a person can speak and write with comparative correctness. Hence the importance of an early attention to the study of grammar; and the question would naturally arise, What is the best course to pursue in teaching this science?

In imparting a knowledge of English grammar, the teacher finds not so much difficulty in securing in his class a fair proficiency in the repetition of rules and formulas, as in arousing the reasoning faculties to a clear comprehension of the philosophy of the science. This result can be attained in no way more successfully than by the process of induction. Take, for instance, the word *build ;* show the pupil that it means to do something; but who builds, what he builds, when he builds, or how he builds, the word alone reveals not; but use another word, as *carpenter ;* in the two words, "carpenter builds," the thought is becoming more definite. The teacher may now show the pupil that the use of the word *carpenter* requires the insertion of the letter *s* in the verb, and therefore *carpenter* governs, or dictates the form of the word *build.* He has now the name of the artisan, and the word describing his action. Increase the number of words, thus: "*a* carpenter builds;" show the effect of the article, and describe the difference between *a* and *the ;* then write, "a carpenter builds houses." Describe the difference between the two nouns, as it respects their relation to builds; call one the subject, the other the object of the verb; then write in succession, describing the effect of each word, the sentences, "a good carpenter builds houses;" "a good carpenter builds nice houses." Continue the exercise by the introduction of the words *skilfully*, *very*, *promptly*, and the sentence becomes, "a good carpenter promptly builds nice houses very skilfully." Change the words for others, introduce prepositions with their nouns, instead of adverbs, change the number and person of the nominative; give other modifications of the verb, until every form of it has been used, and sentences have been selected which contain every part of speech in as many different situations as may be convenient. As each word is introduced, and its office explained, give to it also its name, that the two, being associated in the pupil's mind, may fix a deep and lasting impression. Let no grammatical term be used by the teacher or the pupil which the latter is unable to define, not by the definition of grammar alone, but in his own language, for few definitions are so clear to the youthful mind as not to require explanation. It is necessary to success

in this, as in other studies, that the teacher guard against the danger of mistaking fluency in recitation for actual knowledge. The child's memory is usually in advance of his reasoning powers, and the study of grammar should be so conducted as to elevate the latter to a correspondence with the former. This study embraces the most profound depths of intellectual philosophy, requiring deep penetration and keen powers of discrimination to develop, understand and make critical application of it. As a practical knowledge of the English language is indispensable to every man who makes pretensions to even a moderate share of literary and scientific attainment, we are constrained to urge the bestowment of that attention to it which its importance demands. Whatever claims, in other respects, he may have to the regards of the community, a habitual violation of the rules of grammar will not fail to arrest the attention of the intelligent, and create an unfavorable prejudice against him as a close observer and practical thinker.

The study of geography, as it is usually pursued, consists chiefly in committing to memory a confused medley of statistics of matters ever changing, as the population of cities, and the boundaries or divisions of countries, and of facts relating to the physical aspect of the earth, without assigning the reasons for the phenomena. For instance, many a pupil has "finished the study" without having learned why rivers rise among mountains; why they seek the ocean in a sinuous course, and why they do not become exhausted by their continual flow; why cities are situated on one part of a river and not on another, or why on a river at all; why one State is more densely populated than another; or the connection between the natural features of a country and the laws and institutions of the people. Thus, while the study of geography, in point of mental discipline, does little for the pupil, it is important, inasmuch as it imparts a kind of knowledge essential to the pursuits of life, which, neglected in youth, seldom claims attention in mature years. Probably in the details of no science pursued in our schools are more errors committed than in geography. This inaccuracy arises, in a great measure, from necessity. The materials comprising such a work must be gathered from the representations of those who have visited or dwell in the countries described; and when we reflect on the haste of travellers, on the sources whence they receive their information, on the ignorance of the people of many of the countries of the world, we should make a broad distinction between the facts alleged respecting these countries and of those the knowledge of which can be obtained with comparative accuracy. Fables, as well as facts, may become the heir-loom of our schools, and all the perfections of engraving and typography will fail to convert the former into the latter.

In the suggestions we have made in relation to imparting instruction in some of the more common branches of education pursued in our schools, it has been our aim to direct attention to their importance, rather than to attempt an elucidation of the continued course which should be pursued through the several stages of advancement.

Your Committee are of the opinion that, notwithstanding the very high character of our public schools, which it is believed would not suffer by a comparison with any in the State, there is still much to be done before they are brought to that state of perfection at which they should arrive. The idea, it is feared, is quite too prevalent in the community, that the great object to be secured in eduation, is for pupils to pass through the different grades of schools, and the more rapidly they are advanced from one position to another, the better satisfied are parents with the success which attends their endeavors. They do not stop to inquire whether their children have been properly educated; whether they have acquired that information which will fit them for the duties and enjoyments of life—the true end of all education. Hence, not a few express much disappointment when their children are not promoted to a higher grade of schools in accordance with their cherished anticipations, not reflecting that an advancement, without a proper preparation, would be attended with the most unfavorable consequences to the happiness and usefulness of their offspring. We have spoken of our great satisfaction with the condition of our schools, and we have cause to feel a degree of pride in reflecting on their high character. When we advert to the excellence of our school system, the mind involuntarily turns to the Grammar and High Schools. But here we should not allow it to rest; for, if we would perfect our already excellent system of instruction, it is to the Primary Schools that we are to direct our earliest attention. It is here that the seeds of truth or error are planted, and the first direction to the twig given. In accordance to the bend it here receives, will be the inclination of the future tree. Let not, therefore, these excellent institutions be overlooked. Let those faithful teachers who have charge of them, receive the sympathy and aid of parents and school committees; for a neglect here would be attended with most unfavorable consequences to all our schools of a higher grade.

School Committee.—John Batchelder, Andrews Breed, Gilbert Hawkes, Isaac S. Cushman, Abraham D. Merrill, Augustus B. Ingalls, Peter L. Cox, Caleb Winchester, Harrison Stocker, Philip C. Bryant, Thomas Stacey, Joseph M. Nye, Richard H. Carter, William H. Raddin.

MANCHESTER.

The object of an education, whether limited or extended, is twofold. *First*, to discipline the mind, or to teach it to think, and *second*, to lay up such knowledge as may be turned to account in after life, or to give the mind something worth thinking about. Of the two, we regard the first as most important, though both are highly desirable. The man who has obtained mental discipline aside from the study of books, or the acquisition of book knowledge, is more likely to be a good, a useful and a prominent citizen, than one who has the book knowledge—as it may be acquired to some extent—without the mental discipline.

There is such a thing as having loads of learned lumber brought together in the mind, or head, as you sometimes find things in old garrets. For the want of system, arrangement, and mental discipline, such learning does not do much good to those who have it, or to others. There is such a thing also as being almost destitute of that knowledge which is acquired by communion with books, yet having the mind disciplined by the study of men, or by application to business which requires consecutive thought.

Our institutions of learning have been of inestimable benefit to our country, but candor requires us to admit, that many men of well-disciplined minds, were never connected with a college. They have obtained their discipline in some way without obtaining that general and important knowledge which a systematic course of study would have given them. The object of any well-regulated system of education, whether in our common schools, academies or higher institutions of learning, is to combine these two objects, or to discipline the mind by the acquisition of knowledge. That system which accomplishes at once this twofold object in the highest degree, comes the nearest to a perfect system. The mind is thus nourished and strengthened at the same time, as the body is by suitable food and exercise. We should begin to educate the infant mind with this object in view, and ever keep it in view as we lead along, in the course of an education, the child, the youth or the young man.

At the opening of this school,* in the spring, a class of nineteen were admitted to it, mostly from the Grammar School, making in all twenty-one who have been admitted to the High School during the year. Only a small part of these have come up to the qualifications laid down by former committees for admission to the High School, but those qualifications have been lowered from time to time to meet pupils who did not

* High School.

come up to them. But for this course our High School would have been nearly destitute of pupils.

We have endeavored to keep in mind that the school was instituted for the good of the town, and not the town for the good of the school, and to adapt ourselves to circumstances instead of making circumstances adapt themselves to us. There has been no other way to give this school a proper number of pupils, or to secure from it any thing like that amount of good which the town has a right to expect from it.

We do not hesitate to say that while we employ females in all our other schools, there should be a class of large boys and young men, if such wish to attend school, admitted to the High School each winter term without regard to their qualifications; and that, the more ignorant they are, the more important it is that they should enjoy the advantage of school while they can; and it is more suitable and more for their advantage to be under the care of a male than of a female teacher.

MARBLEHEAD.

A High School, to be worthy of the name, should be composed of scholars educated to a standard *higher* than that which the law requires for a Grammar School: and in making selections to fill it, a rigid discrimination should be had, both as regards scholarship and general deportment. Let it be understood, that an admission to the High School is a preferment for diligent study and correct deportment while in the Grammar Schools; then a constant and powerful incentive is held up before the mind of youth, to stimulate them to strive and obtain the requisite qualifications.

Mr. ——— seemed to realize the responsibility resting upon him, and no pains were wanting on his part to raise the school to that standard which it ought to sustain, and that his labors were not unavailing or inefficient, the several examinations satisfactorily proved. Classes were examined in Latin, French, arithmetic, algebra and geometry. All the classes which passed in review before the Committee, acquitted themselves well. His pupils were generally prompt and correct in their answers, particularly in mathematics. This is his *forte;* his method of teaching mathematical science, we think the true one. If his pupils, as they advanced in the study, met with problems which they were unable to perform, instead of doing the work for them, or plainly telling them the operation, he would discover the difficulty as it existed in their minds, and would inform them that the solution involved a former principle which they had forgotten or overlooked, and they should go back and review. He thought the chief object gained in the study of the

higher branches of mathematics was mental culture, and this could be obtained only by close application and a thorough understanding of each successive principle. Hence it was not so much his chief business to see how many problems he could teach his pupils to solve, thus making them the mere receptacles of knowledge, as to train their minds to habits of thought and reasoning, believing that when this was obtained, they would be able to solve the problems for themselves.

School Committee.—Samuel L. Young, Charles H. Dutton, Andrew Lackey, Benj. K. Prentiss, Franklin Knight.

SOUTH DANVERS.

We are glad to see our teachers using books less, and adopting oral instruction more. It tends to break up the monotony of teaching from the language of books, and induces individuality more than uniformity. Oral teaching, if judiciously used, develops originality. It is more easily adapted to the different capacities of scholars; to their different ages, and to their different degrees of advancement. It is a better and surer way of making the exact impression which you would wish to make. It teaches the principle before the fact. Knowledge is a burden to the mind, unless founded on principles to direct its use. It is often fatal to the development of genius, and when it is not well proportioned to one's natural powers of thought, with that caution and wisdom which are necessary in combining the most delicate chemical elements, it makes what we so often see—educated fools—men of no good sense, and yet their brain is a storehouse of facts. Some need to be urged on; some not at all; and others to be kept back.

Uniformity in school is often thought desirable for *its own sake;* it gives an appearance on the day of examination, and spectators are dazzled for the time, as they are by the same quality exhibited in military parades. But it must be remembered that men who think and act or themselves, do not think and act alike. Charles the Fifth amused himself in his retreat at St. Juste, by trying to make a number of watches go exactly together, but being foiled in this, he said, "What a fool have I been to neglect my own concerns and to waste my life in vain attempts to make all men think alike in matters of religion, when I cannot even make a few watches keep time together."

We suggest no new thing, but one of great importance, when we refer to the necessity of good instruction. This is indispensable. Nothing can take its place. Illustrated books—lessons made easy—novel and pleasing school diversions—uniform tactics—all are a poor apology for

thorough and severe instruction. It is quite difficult to judge of all the necessary qualifications of a teacher before trial. He may have sufficient literary attainments, and still be wholly deficient in the power of imparting his knowledge to others. He may have the true theory of governing a school, and yet be destitute of those qualities which can alone make a practical disciplinarian. The manner of teaching and governing the young is worthy of consideration. When we consider how the young receive impressions, this point will assume importance. They are disposed to refer every thing to the person from whom they receive instruction. In them, the principle of association is stronger and less controlled than in mature minds. The opinions and instructions of teachers are invested with authority and truth, in proportion as the teacher is regarded with respect and confidence. His claims to affection often have more efficacy than the internal evidence of his instructions—so that much depends upon the appearance even in the school-room. Our teachers also should not cease to be learners as soon as they become teachers. This too often happens, as they measure themselves by the attainments of their pupils. As soon as they cease to be learners, they cease to be *good teachers*. Socrates would not call himself a teacher of truth, but an inquirer after it. He adopted this humble mode of investigation, and imparted knowledge to others under the pretext of seeking information for himself.

Chairman.—Benj. C. Perkins.

ROCKPORT.

Even he who has thoroughly mastered one branch of education, alone —reading—possesses such an affluence of pleasure as cannot be estimated by words. Books give him freedom, strength, companionship. They speak, and the ancient sepulchres heave, the tomb of the past opens; and the wise, and great, and good come forth and speak to him words of love and truth, sympathy and hope. They visit him in his solitude; they sit with him at his fireside; they accompany him in his toil, and cheer him when the shadows of adversity enfold him. Homer, and Milton, and Shakspeare, are with him, and envelop him in a golden drapery of song; the sages and philosophers are also there, with their celestial precepts and lofty wisdom; and the Seers, and Prophets, and Apostles, with their revelations of Nature, the Soul, and God! What a glorious companionship is his.

Thus, while the ignorant man toils on hopelessly and drearily; cheered by no bright thoughts; his head ever inclining to the earth; looking

upon the universe with the stupid gaze of the brute; his mind destitute of all ideas, and his heart moved by no glad inspirations; the intelligent laborer welcomes his toil with hope and joy, because he comprehends that labor is a vocation h norable and sacred as any other. He goes forth in the morning, and the world on which he looks, swimming in sunbeams, is less bright and fair, than the world that lays in his heart, which knowledge has illuminated with her everlasting light. The mountains, barren, rocky, storm-blackened, or crowned with sylvan splendors; the valleys, flower-robed, and ribboned with meandering streams; the rivers, hastening to the sea, and making music as they go; the trees, and rocks, and flowers; all the activities of nature and the great enterprises of man, speak with eloquence to his soul, and reveal to his intelligent spirit the secrets of nature and of nature's God.

Education, therefore, is the great need of all men; not simply because knowledge is power, and enables man to provide more successfully for his material necessities, but because it ennobles and exalts his spiritual faculties, expands his heart, and makes him capable of enjoyments which wealth cannot purchase or procure, nor poverty nor any outward circumstances take away.

SALEM.

It is a matter of some regret that there should be manifested, both by the children and their parents, so much anxiety to press forward, without adequate preparation, into the High School. Far better were it for the pupil to be denied admission to this school, than to be placed there without having thoroughly mastered the studies of the Grammar Schools. When a scholar finds himself in a situation that he cannot fill, and entering upon studies, which his previous deficiencies prevent him from pursuing with tolerable success, he soon becomes disheartened; and drags on, term after term, with no pleasure or advantage to himself, a hindrance to the progress of his classmates, and a sad burden upon the teachers of the school. We sincerely hope, for the credit of all the schools, and for the best good of the pupils, that there will be no lowering of the standard of qualifications, and no diminution of the rigor of examination for admission to this school.

Qualifications for admission to the High School are as follows:—

Each candidate shall be required to present, when called for by the examining committee, a certificate of good moral character from his or her last instructor, and shall pass a satisfactory examination in spelling, reading, writing, English grammar, arithmetic, modern geography, and the history of the United States. In the examination in arithmetic, explanations shall be required to be given to any problem indicated by

the examiners, and in the oral examination in grammar the candidates must exhibit a knowledge of analysis as well as of parsing.

Requirements for admission to the Grammar School are that the candidates shall be required to read at first sight easy prose; to spell common words, of one, two or three syllables; to distinguish the several marks of punctuation by their respective names, and to have a general idea of their use; to perform mentally such simple operations in arithmetic as are contained in the first hundred pages of "Colburn's First Lessons," except at the next annual examination, (in 1856,) when only seventy-five pages will be required; to answer readily to any proposed combination of the multiplication table, in which neither factor exceeds ten; to read and write Arabic numbers containing three figures, and the Roman numerals, as far as the sign for one hundred; to pass a satisfactory examination in the first forty pages of Smith's Primary Geography; to enunciate clearly and accurately all the elementary sounds of our language, (including the consonant as well as the vowel sounds,) and to understand the first principles of penmanship.

The standard of qualification for admission to the Grammar Schools has been made higher, in consequence of the reorganization of the Intermediate Schools. These schools are intended to be of a higher grade than the primaries, and it is supposed that the pupils will be better fitted for the Grammar Schools than they have been heretofore.

The adoption of this plan must have a tendency to elevate and improve the Grammar Schools, and it is anticipated that the classes entering this year from the Intermediate Schools, will be further advanced and better qualified to prosecute the Grammar School studies than in former years.

Sufficient time has hardly elapsed, fully to test the effect of this measure, but we entertain no doubt that it will prove highly advantageous when carried into complete operation.

It should be stated, however, that in deciding upon the qualifications for admission to the Grammar Schools, much must be left to the discretion of the examiners. And though in most cases, the pupils will come from the intermediates, yet we do not understand this to exclude those scholars from private and other schools, when in the judgment of the examining committee they come up to the required standard, and are qualified to enter said schools.

School Committee.—H. Wheatland, G. L. Streeter, W. S. Messervy, H. F. King, William R. Gavett, William H. Prince, J. H. Phippen, George Andrews.

SWAMPSCOTT.

What is Education? Dr. Wayland's definition is as follows, and is the best we have met with.

"By education we mean that culture of body or mind which shall enable us the better to discharge the duties of our present probation, and prepare for the results which shall emerge from that probation hereafter. It comprehends every interest of humanity; its influence must be felt throughout the ages of endless duration."

This includes subjective and objective knowledge, mental discipline, and the communication of knowledge, for there can be no education without mental training, and this presupposes the reception of knowledge.

Thus when mind acts as it always must to an extent, under tuition, and that act ends in the reception of some idea, fact, truth, it makes progress, it is being educated. A pupil opens a text-book, a geography, a grammar, an arithmetic, under the direction of his teacher, he acquires knowledge, but how? evidently by the acting of his mind on the subject before him, and unless there is therefore some working of the powers of the intellect, you may place before him the best text-book and the most accomplished teacher, and it will all be in vain; hence, then, an important thing—*the first* thing, is to learn the child to think, to become conscious of its mental powers; then address objective truths, and the child will begin to accumulate.

Place a novice in a mine of gold or silver, and unless he is taught how to get at the precious dust or ore, it must remain untouched. The application is easy.

The teacher's business is to educate the pupil, the body, the soul, the whole man, the external deportment, as well as the internal acts; not that the material is of as much consequence as the immaterial, and yet there is so strong an alliance between these, that the one is deformed without the other; it is in bad taste to have a repulsive exterior to your house, and an exceedingly attractive interior, and worse to have a fine display without, and nothing within.

So in matters of education,—the position, manners, habit, appearance, speaking, acting, as well as thinking, are matters of effort and constant care in the school-room. A scholar should be corrected for sitting awkwardly in the seat, or standing lazily in his class, as well as urged to master his lesson, and to make a good recitation—yes, the very action of the foot and hand should be the subject of judicious criticisms on the part of the teacher.

Knowing what we do of schools, from observation and personal expe-

rience, and the difficulties that beset a stranger in a strange place, with some sixty or seventy strange boys and girls to deal with, for our part we never expect much impression to be made in a single term, or even a year. We say much, we have a right to expect some improvement in the line of march, but we do not hope to see the citadel fall until the forces have been well drilled, and marshalled by the same voice and mind for a series of years. We look upon this department as the main feature in our "public school system," because the majority of our children have no further school advantages after leaving it. One thing should be secured, then, by all of the pupils who belong to the school—a thorough instruction in all of the branches of a plain English education. We mean by this, reading, writing, spelling, language or grammar, geography, arithmetic, some knowledge of history, and an outline of book-keeping. If prominence is to be given to either of these, it should be to the structure and principles and the correct use of our "mother tongue." If too much of the pupil's attention is directed to figures, and the solution of problems in arithmetic, other branches of far more practical worth are neglected. In our estimation, an importance has been attached to arithmetic, in all our schools, which does not properly belong to it, and it should not be allowed to encroach upon the time that ought to be devoted to other and far more important studies.

Understand us;—we would not undervalue the use of text-books or arithmetic, but we would submit—are these not assuming too prominent a place? are not these too jealous of their immediate rights? And the impression all over New England among our teachers and men of education, it would seem, is increasing in this direction, and we think wisely.

During the past year there has been a decided progress in —— school, in reading, spelling, geography, and in the use of figures. Our counsel has been, and is still, break up and dig out the plodding, routinical, and mechanical method of school life—give it some connection with the outer world—depend less upon the compilations of the book-maker and book-seller, and use the text-book only as an aid, not as a vehicle in which the mind shall take a ride. The facilities for oral instruction are increasing, and should be made use of, and will be by every active mind.

MIDDLESEX COUNTY.

ACTON.

The disposition is too general with many of our scholars to begin the study of the higher branches before mastering the more elementary ones; for instance, to commence the study of algebra, before obtaining a thorough knowledge of the principles and practical applications of common arithmetic. This is a great mistake. There is nothing like thoroughness in the elementary branches. If the foundation is not well laid, the superstructure can never be stable. Nothing is more common than to meet with errors in orthography, which the veriest tyro in the spelling-book ought to be ashamed of, to say nothing of the glaring deficiency of grammatical knowledge, so frequently met with in the construction of sentences. No one can be said to be well educated who cannot write an ordinary letter with grammatical accuracy, and without violating the rules of the spelling-book, no matter how exalted may be his attainments in other respects.

Algebra, geometry, &c., are useful studies, indispensable to some, and necessary for all who would attain proficiency in the higher departments of mathematics; yet they should not be entered upon till a complete and thorough knowledge of the more elementary studies is acquired. Many, it is feared, in their haste to "get through the arithmetic," as it is called, fail to gain any thing like an adequate knowledge of its principles. It is not enough to repeat the rule, or solve the problem, but the reason of the rule, and the rationale of the operation should be known. Nothing should be passed over that is not well understood. The old adage that, "what is worth doing at all, is worth doing well," is pre-eminently applicable to teaching.

Our common schools were not intended to supersede the necessity of higher institutions of learning, and they never will. Their function is to give to every child in the Commonwealth the elements of a good English education, and this is all they can well perform. If you wish to give your children a better education than these afford—if you would teach them the languages, higher mathematics, chemistry, natural philosophy; &c., with success, you must establish a High School, or send

them to academies and private schools, where the acquisition of these is made an object of special importance, and where facilities are afforded for their successful prosecution. Nothing is gained, in our opinion, by introducing them into our common schools. No addition can be made with advantage to the number of studies already pursued, and every such addition must be made at the expense of those already taught. Even were our teachers abundantly qualified to teach the higher branches, the temptation is very great, when introduced, to devote too much attention to these, to the neglect of the more common, yet certainly more widely useful studies. The subject of a High School has several times been brought before the town, yet nothing has been done; though money enough is annually paid by the inhabitants for instruction in private schools, to sustain one for at least three months in the year. We trust a movement will soon be made for the establishment of a school of this character, for the benefit of the whole town.

ASHBY.

Persons who are well qualified, morally as well as intellectually, should be employed as instructors in these schools. The task, then, of those who are to engage teachers, is difficult, and requires a great deal of judgment. The duty of hiring teachers in this town, usually falls upon the prudential committee. This committee should consist of good men and true, willing to sacrifice something for the public good. It may be more trouble to look up good teachers; but, be assured, the schools will be more than enough better to pay for it.

Frequent change in teachers is not so favorable for good schools. If a teacher does well for one term, it is best that the same one be engaged for another term, and so on for a number of terms, as long as the teacher does well. We would recommend that good wages be paid for the services of competent instructors.

There is such a large demand, at present, for well qualified teachers, that unless we do pay liberally we certainly shall have poor schools. It is very natural for teachers to go where their services are the most appreciated. The cheapest teachers, which are sometimes employed, are in the end the dearest.

School Committee.—Leonard French, Stephen Wyman, J. M. J. Jefts.

BOXBOROUGH.

Thorough Teaching.—It is very common for scholars to go through the various text-books in school and to review them; but it is much less

frequently the case that they well understand them. They can perform any example, or answer any question that may be put them from the book; but if thrown on their own resources, they would, in many cases, be found incompetent to transact ordinary business. They should, therefore, be thoroughly drilled in every recitation. Teachers ought not to be satisfied with superficial lessons; they ought to be persons who enter the school-room in the morning, determined to do a good day's work. They should impart instruction in such an interesting and energetic manner, as to open, if possible, the eyes and ears of the whole class, intent on gathering knowledge as it falls from the teacher's lips. In every school there is more or less disposition to mental inactivity; and it is only teachers of this description that can arouse the sleepy minds, and awake them to a sense of the importance of mental culture. These are such teachers as we ought to employ and retain, even though it be done at a few dollars additional expense. Others should not be employed, though their services were gratuitous.

Massachusetts does much to improve the methods of teaching, by means of Teachers' Institutes. These are furnished gratuitously, and we would recommend to those who teach, to attend at least one of them in the course of the year. There is frequently one held in some neighboring town; and most teachers, with a little pains, can avail themselves of its advantages. They are there instructed by the ablest teachers and lecturers, what to teach, and how to teach. The amount of instruction imparted at one of these sessions is very great. Normal Schools are also doing much to furnish the community with excellent teachers. We believe none have ever gone from this town to one of these institutions. There is no doubt that they furnish many of the best disciplinarians and most thorough and efficient teachers.

BRIGHTON.

Regulations and order of Study for the High School.—Scholars may be admitted to this school annually, and may remain members of it three years, during which time they will be required to attend to the following course of study:—

First Year.—Reading, Spelling, English Grammar, Geography, History of the United States, Physiology, Arithmetic and Algebra.

Second Year.—Reading, Spelling, English Grammar, General History, Book-Keeping, Algebra, Natural Philosophy.

Third Year.—Reading and Parsing exercises in Milton's Paradise Lost, Arithmetic and Algebra reviewed; Geometry, Astronomy, Chemistry and Surveying.

Latin, Greek and French shall be optional studies during the second and third years.

Scholars preparing for college, may, during the whole course, attend to the studies required for admission to college, engaging in such other exercises as their time will allow.

There will be general exercises in Composition and Declamation, and a weekly lesson in Moral Science, during the whole course.

Those admitted to the school at each annual examination, shall constitute a new class, thus making three classes constantly in school. The present members of the school are to be examined and classified, according to their present attainments. Scholars may be advanced from one class to another, not according to the time they have been in the school, but upon examination conducted by the Principal, or the Committee.

If a scholar shall enter the school at any time after the beginning of the school-year, he shall be examined in the studies which the class he enters has already attended to, as well as in the preparatory studies.

Each scholar will be required to attend to all the studies of his class, unless excused by the Committee.

Our schools are graded, but the Committee have not been able to adhere strictly to the rules by which they are graded. For example: They have been obliged, in order to distribute the children where there are accommodations for them, to keep in some of the smaller Primaries, those who were tolerably well qualified to enter the Grammar Schools; while from the larger Primaries, they have been obliged to take some who were not so well qualified for the next higher school. Some scholars, also, from the larger Grammar School have been sent to the High School, while others better prepared have been kept in the smaller Grammar School. There has been no help for this course of procedure, and there will be none, only as the accommodations for scholars are increased. The children who seem to have been kept back, however, are not the losers thereby; for it is, at least, as well to be in a small school of a lower grade with a good teacher, as it is to be in a crowded school of a higher grade.

School Committee.—Arthur Swazey, Willard A. Harrington.

BURLINGTON.

We would call your attention to the entire absence in the schools of necessary apparatus, (except in the Centre,) for illustrating principles relating to the subjects studied. Every school should be furnished with

at least a terrestrial globe, and a set of outline maps. Men of mature minds ask for models and drawings, to enable them to understand the principles of science and art. While these aids are withheld from children, the indistinctness of their ideas and slow progress need create no surprise; the wonder is, that they learn at all. We refer, of course, to the four schools on the outskirts, the Centre being amply furnished through the generosity of friends. Your Committee felt its importance so much that they bought two sets of cheap outline maps, at a cost of eight dollars, but did not feel warranted to go further without an appropriation. We would, therefore, ask you for an appropriation of fifty-four dollars, which will furnish these four schools with sufficient apparatus, in addition to what we now have, to answer all reasonable purposes, for the present, and will, if taken care of, last a long series of years.

CAMBRIDGE.

We believe the opposition hitherto made to the reading and use of the Bible in our schools, is about to disappear. Teachers have experienced but little difficulty in this matter the past year. It is to be hoped none of the citizens of Cambridge will agitate this question for a long time to come. There can be no good reason for pushing this text-book of Christianity from its place among those provided for the use of our teachers. We claim to be a Christian people. Our statutes require the inculcation of the principles of religion and the precepts of Christianity by those who are employed as teachers of youth in our Commonwealth. This is as it should be. The importance of such teaching cannot be over-estimated. In every place, where children are gathered for instruction, these principles should have a living presence. Never can we relinquish this book, nor take it from the table of the teacher of our common schools. It would be receding a long distance from the place which we have attained and occupied in regard to these institutions, so wide spread and so potent in their formation and salutary influence on individual character, and the condition of society in general. The want of moral power in our schools is one of their most prominent defects. In many of the children the moral sense has no culture at home; they have no knowledge of moral law. Remove the Bible from them, and allow the teacher to suspend the devotional exercises, the repetition of the decalogue, and the prayer of our Lord, and it would be found that the moral forces now possessed would be greatly diminished. When those in charge of our schools no longer refer to the Bible as a treasury of fact in the history of good and bad men, or as teaching that "the fear of the Lord is the beginning of wisdom," and announcing the principles of the

Divine government as they are applied to the affairs of the present world and the future, then will they suffer an incalculable loss of means for good to those under their care. The Committee have not failed to observe the judicious earnestness with which many of our teachers have attempted a good moral influence over their pupils. Decided commendation is due to those who have directed their attention to the moral wants of our children, and have used their best endeavors to secure to them a knowledge of the principles and precepts of Christianity in their application to the relations and duties of the school-room; of their influence in the formation of character; of their authority over all persons; and of their claim to control the conduct in every relation, and influence the life at all times, and in all places.

The Committee report that the High School is in a prosperous condition and is making good progress. At no previous period in its history have the facilities for instruction been so great as at the present time. Besides the master, there are two male and three female assistants, all of whom are interested in their work, and labor in it faithfully and zealously. Each pupil is thus enabled to receive as much special assistance and instruction as can reasonably be expected in a school of this kind. The course of study remains essentially as it was two years ago. Slight alterations have been made, such as circumstances or an enlarged experience seemed to require; but these have been few in number and not of material consequence. The question has been raised whether the time required to complete the classical course cannot be shortened. Many persons consider five years a long period to devote to fitting a boy for college, after he has graduated from the Grammar School. The present arrangement, however, is intended specially for those who enter the school young, and have ample time for a thorough preparatory training; by omitting some of the studies not required for admission to college, the course may be completed in four years. Some parents prefer that their children should remain in the school for the longer, others for the shorter period; and as there is a great difference in the ages of the pupils, it is perhaps well that this liberty of choice should be allowed. A thorough preparation for college cannot be too strongly insisted on. Few persons can realize, unless they have learned the lesson by sad experience, how many precious hours are wasted, and how many golden opportunities are lost by those who enter upon a collegiate education too young to appreciate the privileges they enjoy, as well as by those, who, from want of previous study and mental discipline, are unable to make the best use of those privileges. Our school seems at present to possess all the means necessary to secure to its pupils a thorough preparation for the university; and if sufficient time be allowed to the

teachers to carry into effect their plans of instruction, it will be their fault if there is any failure in this respect.

The Committee, in their selection of teachers, have endeavored to secure the best talent in the profession, and when they have succeeded in procuring good teachers, they have done all in their power to retain them; and in order to effect this, they have found it necessary in some instances to increase the salaries. At a time when persons well qualified to instruct in the higher branches of learning are by no means numerous, it is very bad policy to make our High School an institution to educate teachers for the benefit of neighboring cities and towns. Cambridge cannot afford to adopt any such course. While using, as heretofore, her best endeavors to provide good schools for her own children, she must not be expected in addition to furnish the means of instruction for her neighbors. The Committee have no desire to conceal the fact that it requires a large sum of money to carry on the High School, and that very possibly a still larger sum will hereafter be required. If we desire a good thing we must pay the cost. Teachers could be hired by the hundred for half the money we are now paying; but the services of such persons would be dear at any price. All extravagance should be avoided; but it would be poor economy to lose the services of a good teacher rather than to add a few dollars to his salary.

School Committee.—Z. L Raymond, J. A. Albro, J. R. Morse, J. W. Parker, C. A. Skinner, W. W. Wellington, C. L. McCurdy, J. B. Taylor.

CHARLESTOWN.

The semi-annual examinations of the Primary Schools have been made by the sub-committees, and reports made to the Board of their condition. In some cases want of tact and care have been found to exist, but generally the teachers are reported to be competent and faithful, and the schools in a satisfactory and prosperous condition.

So important are these Primary Schools, and so vital to the character and education of the children are the habits here formed, that the influence of the teachers, not only in imparting information, but upon the tempers and dispositions of those under their charge, cannot be too carefully watched; for on no consideration should the young mind be exposed to the example of indolence, carelessness or indifference. To be interested in children no less than in education, to be patient and condescending as well as earnest and decided, are essential qualifications in the Primary School teacher; and it is gratifying to add, that we have many teachers possessing these qualifications. We are also glad to be

able to say, that at the examinations, many of the parents were present, evincing an interest in the schools, a matter of the most decided importance, stimulating and encouraging to both scholars and teachers.

At a meeting of the board, on the 17th of May, the sub-committee submitted the plan referred to in their semi-annual report, for a change in the course of study in the High School. The whole report has already been printed with the catalogue of the teachers and pupils in the school; but as that publication did not have a general circulation, we deem it advisable to republish the following extracts from it:—

"It is now proposed that the appointed course of study shall be distributed over four years, leaving it to the members of the two higher classes who are already in the school to go on, and graduate within the term defined when they entered, or to remain and improve the opportunities of the new course, according to the wishes of their parents. The first two years of the new course will offer the same method and materials of study to all pupils alike. At the close of the second year, an opportunity will be offered to the pupils to choose between two courses for the two remaining years, according to the purpose which they may have in view in graduating. As so small a proportion of all the yearly graduates of both sexes desire to be prepared for college, it would be wholly unreasonable to dispose the arrangements of the school with exclusive reference to them. As so large a proportion of the graduates wish for information and a training which will fit them, more or less thoroughly, for some of the practical tasks of young persons in this busy age, their most reasonable expectations are entitled to a paramount regard. This distinction furnishes the rule by which two different courses of instruction will be arranged for the second and the first classes during the third and fourth years of their pupilage. Only those boys who wish to be prepared for college will receive instruction in the Greek language. That they may have the more time for this study, they will not be admitted into the classes in the French language, as a knowledge of this is not required of a candidate for college, and as colleges offer the means for acquiring French with the best facilities. All the other members of the school will be required to study Latin in their first year, and French and Latin in their second and third years; and in their fourth year they may give up either one of these languages, at their option, for the sake of greater advances in the other. The studies of the third and fourth years will be emphatically designed for the preparation of pupils of both sexes for the practical tasks of life; for book-keeping—for mercantile and mechanical pursuits—for the scientific employments of the chemist, the engineer, the surveyor, the constructor, and for the office of teaching. If the present instructors of the school should lack time or facility for imparting a knowledge of book-keeping,

a competent teacher should be provided for a class in the fourth year. An effort ought to be made by means of the best text-book, by oral instruction and experiments, not only to teach, but to interest the minds of the pupils in the science of chemistry, the principles of mechanics, the processes of working raw materials, the metals, cotton, wool, and linen, and the arts of construction, so that book-learning may be made intelligible and more practically useful. The Constitution of our country, and some of the more simple principles of political economy, will be found to have the place that belongs to them in the course of study.

"Considerate persons will not fail to remind themselves, that all these advantages offered to the pupils will require ability and devotion from the teachers, and employ laboriously all the hours they are engaged to give to their exacting tasks. The teachers must be allowed to regulate the method of study, the arrangement of the classes and the order of recitations. They have a great deal of service to distribute over a few hours daily. When the course of study reaches that point at which a choice is submitted to the pupils for one or another aim in their subsequent pursuits, they will be requested to make the choice, under the advice or sanction of their parents; and it must be understood that changes cannot be made afterwards merely to gratify caprice or a fickle mind. There must be classification and careful arrangement of hours with their duties, to secure the felicitous working of the plan proposed; and an hour which belongs to a class cannot be bestowed upon an individual. It is not consistent with the prosperity of the school, with justice to the teachers, nor with the rights of the pupils in general, that the order and classification of the school should be disturbed to gratify the wishes of a parent or a scholar, in any variation from the appointed course."

CONCORD.

Teaching has become a profession. Young men and women are trained for this profession, in institutions whose sole object is to fit them for teachers. In these institutions, they are not only instructed in the various branches of good learning, but they are taught how to impart to others the instruction which they have received. They are taught not only the formulas and rules of grammar, geography and mathematics, but they are taught the principles from which these rules and formulas result, and how to explain them to others, and how to make them comprehend every reason for every rule and formula which they teach. They are also instructed in mental and moral philosophy, and taught how to act upon the intellects and hearts of the children and youth committed to their charge.

The experience of the past year, as well as of many former years, has convinced me, that teachers so trained, are, in general, more efficient and more successful than others, whatever rank they may hold as scholars. Such teachers possess resources which others do not, and they can meet emergencies by which others would be disconcerted. They have fixed principles to which they can appeal, and which afford them the light and aid which they need. Teachers thus trained, are taught all the branches of knowledge which they may be required to teach; and, in their own schools, they do not spend their whole strength upon one or two studies, for which they may have a taste, but they give to each study its appropriate place and time. When teachers, thus properly prepared for their work, can be put in charge of all our schools, their instruction will be much more thorough and exact, their progress will be more rapid, and their management more easy and agreeable.

By these remarks I would by no means imply a censure of our present excellent teachers. They are all doing as well as can be expected, with the preparation which they have received. I intend merely to say, that as improved methods of teaching have been devised and put in practice, we ought to avail ourselves of them, and to keep pace with he march of improvement in this, as in all other things that tend to advance the good of society.

Superintendent.—Joseph Reynolds.

DRACUT.

Much has been done of late to raise the standard of teachers. Normal Schools have been established for this purpose, in which "teachers are instructed in the art of teaching." It is desirable that those who think of teaching avail themselves of the advantages to be gained at the Normal School. The selection of teachers devolves upon the prudential committee, and they should exercise much care and discretion in their choice. It has been a matter of consideration in former reports, that the selection of teachers would be better if submitted to the general committee, for they know the wants of the district best, and can make a better selection. Some teachers may be successful in one school and not in another. It would be well for the prudential committee to consult with the superintending committee as to the best selection for the school. It often happens that the prudential committee has a particular friend or relative whom he wishes to favor, and an engagement is made without reference to the necessary qualifications. A teacher may be ever so well qualified, so far as literary attainments are concerned, yet

be totally unfit for the occupation. There are more teachers who fail for the want of skill in government, than for the want of knowledge. When a teacher has closed a school successfully and given good satisfaction, it would be wisdom on the part of the district to engage that teacher for another term. Frequent changes are injurious to our schools. When a teacher has become acquainted with a school, he knows better what is for its interest than a stranger. Such a teacher should be retained as long as he sustains his reputation. In order to have good schools we must have competent teachers; we must remunerate them liberally for their services—treat them with respect and kindness, and do what we can to render their task easy and pleasant. No one knows the perplexities, trials and responsibilities of a teacher, unless he has been placed in that situation; there being so many different minds and dispositions to come in contact with, and all must receive proper attention and be treated impartially. Such being the condition of teachers, let all who feel an interest in the cause of education do what they can to encourage and sustain them.

DUNSTABLE.

The Committee would likewise again refer to the great advantage our schools would receive from apparatus to illustrate the studies pursued. Fowle's outline maps have been found to be highly beneficial, and we think the districts would be well rewarded in the greater improvement of their children in the study of geography, should these maps together with a globe be placed in each school-house in town. Without such apparatus these studies are generally dry and uninteresting, with it attractive and useful.

School Committee.—D. Adams, Chiles Kendall.

HOLLISTON.

Instruction in elementary principles is too much neglected by the greatest number of our teachers. A disposition on the part of the scholars to pass over the ground in a superficial manner is too often encouraged by those who are placed in our schools under the name of able and efficient instructors. Our Primary Schools, therefore, should be provided with such teachers as are qualified to impart good and wholesome instruction in these first and most important principles.

HOPKINTON.

The best schools we have had the last year, have been those taught by females, and which have had the same instructors through the year. We feel confident of the truth of this assertion.

LEXINGTON.

The only rational way which presents itself to us for putting a High School on a sure foundation, is to commence with thoroughly grading all the schools, and then causing those grades to be rigidly observed. Now, this power of classifying the schools, and assigning the particular books, or parts of books, that the several grades shall be instructed in, and of affixing the particular amount of acquirement scholars shall possess to enter either grade, rests, as you are aware, entirely with the School Committee. But as such a step on their part might by some be considered an extraordinary exercise of their power, we have little hope that they will ever undertake it, unless they are first assured of the general co-operation of the inhabitants. Those scholars who have completed the course of study prescribed in the Grammar Schools should not only be permitted but required to attend the High School, if they attend any; otherwise there would necessarily be two classes of the same grade in schools of different grades, in consequence of a part entering the High School when qualified, and others, of the same proficiency, by preference, remaining in the Grammar Schools. In such a state of things it would be difficult to perceive the real benefit of a High School, and especially if a scholar is allowed to vacillate at will between it and another grade. Of such a scholar it may be said, as of Hamlet's ghost,—

"'Tis here! 'tis here! 'Tis gone!"

The laws of the State require that every town containing five hundred families or householders shall cause instruction to be given by a competent master, to such as are qualified to receive it, "in the history of the United States, book-keeping, surveying, geometry and algebra;" all of which have been taught in many of our districts for several years. And finally, in offering these suggestions with considerable diffidence for the consideration of the town, we wish to be distinctly understood. We would not have the town hold back, and wait to be pushed by State requirements, to make ample provision for the thorough education of all its youth. We trust that Lexington will always pursue that liberal policy, whether in the cause of freedom or of education, which is, in her

past history, her brightest page. She has not waited for any *vis a tergo*, but has often taken the initial. She struck the first blow for American Liberty. She nursed into vigorous maturity the first State Normal School. Let her be true to her antecedents, to herself, and we have nothing to fear.

School Committee.—Eliphalet P. Crafts, Charles Tidd, Howland Holmes.

LINCOLN.

We wish to repeat the suggestion that has been made in former reports, that the ends to be answered in a public school education, are more numerous and comprehensive than are generally supposed. We are not content with furnishing a mere book-learning to our children. It is not enough that they become expert in their geography, grammar, &c., but all their intellectual powers should receive cultivation. Study that effects this will be profitable, though the principles and facts studied be never applied to any specific practical use. Let a pupil, for example, master a difficult problem in mathematics, and understand both the process of solution, and the principles involved, and it will be of benefit to him, though he should never be called, in practical life, to solve a like problem. His mind has been strengthened by the exercise; he will have the more ability to solve the problems which the business of life may propose to him. And so it is with all the studies of our schools.

Let us also repeat, that good morals and good manners lie within the range of a good education. The school is the nursery of society. Our youth will pass from their school associations, to those combinations of individual men which exist in neighborhoods, towns, churches, commonwealths, in meetings, conventions, and deliberative or legislative assemblies. Is it enough for all this, that they be acquainted with accounts, and maps, and books of science? In the school the young should be wearing off all rough and awkward manners, and acquiring something of the ease and polish of cultivated society; not indeed the finesse and ceremoniousness that are often mistaken for them. In the school, they should cultivate the social principle, and learn those lessons of kindness, affability, and concern for the rights and feelings of others, without which they cannot be truly valuable friends and associates. In the school, the lessons of honesty, truthfulness, charity, and reverence for God, which the young may learn elsewhere, should be repeated and confirmed. When, therefore, there is exhibited in school a coarse, profane, or indecent expression, an awkward gesture, an untidy negligence, a selfish or mean spirited act, an outbreak of passion, or a tendency to

brow-beat and domineer, the fault needs correction from the teacher, quite as much as a false step in grammar, or the mispronunciation of a word. We must not wonder that, as these views become more general among the American people, as they certainly are becoming, our standard of qualifications for teachers should become higher, and the compensation greater that is asked for, and justly so, by those who, with an increased amount of labor and expense, may have acquired the qualifications that are demanded.

School Committee.—W. C. Jackson, Abel Wheeler, James F. Stone, Wm. Foster, Lewis E. Smith.

LITTLETON.

We close our report with this one suggestion: that a renewed interest may be awakened concerning our schools. We desire that meetings for conversation and inquiry upon the subject may be had, which shall end in a revival that will reform out what is bad, and establish the good in a soil that shall facilitate its growth, until the highest point of which we are capable shall be reached—until the education o our children shall be deep and broad, thorough and general. This done, our school-houses shall not only be "cradles of liberty," but the constant nurseries of its truest growth and noblest life.

School Committee.—F. E. Cleaves, F. R. Newell, E. Loomis.

LOWELL.

Primary Schools.—These are the nurslings in our common public school system. It is here the pupils, who are to become members of the succeeding grades of schools, receive their first initiation. They are portals to the higher temples of learning, through which all must pass; and it is of the first importance that right impressions should be made here.

Here are children from all classes and conditions of society; many of whom, when they enter, are destitute of culture either of head or heart. What a responsibility, then, is assumed by her who undertakes their training. Should not she, who enters upon the duties of Primary School teacher, have a higher motive than the receipt from our city treasury of a few dollars and cents?

The amount of compensation the faithful teacher receives will have but little influence when the great importance of her calling is fully realized.

The conscientious teacher will often say to herself, "I am placed here

to sow in the tender hearts and minds of these children the seeds of immortality. The instruction I am here giving will tend to shape the life and character of every child under my care." Many of these teachers, we know, fully realize the magnitude of the trust committed to their care—none, we trust, are wholly unmindful of it.

The first requisition to a good Primary School is *order*. This is the first point to which the eye of the intelligent committee is directed. She who fails here, fails every where.

We do not desire children to be kept perfectly still—this is not practicable or necessary to a good school. But the school should be under the entire control of the teacher, and this, if possible, should be accomplished without harsh threats or blows. A perfect unanimity in the management of these schools cannot be expected. Much depends upon the peculiar taste, character, and temperament of the teachers, and much upon the character of the parents of the children and their home influences. It is much more difficult to govern and educate the children of the ignorant than the intelligent parent. First impressions, either true or false, are the most firmly fixed in the mind, and children often bring to school false pronunciation, false accent, and bad grammar, learned rom illiterate parents, requiring more time to unlearn, than to teach another class of children to pronounce and speak correctly. This accounts for much of the difference in our Primary Schools. Some are located among intelligent and educated people, whose children are continually learning correct lessons in deportment, speech, and the names and uses of things; while others are situated among illiterate people, whose influence is to retard, rather than advance, their children in good learning. Worse yet is the lot of some poor children, who bring to the school not only the impress of their parents' ignorance, but of their vices. The manifestation of bad temper, vulgar and profane expressions copied by children, show too plainly that they are often made to suffer for the sins of their parents.

Much has been said in relation to religious instruction in our public schools, and some have even contended that it should have noplace there.

But "education," said Plato, "makes the man;" and all know that education has a broader meaning than merely book-learning. If we would adopt Plato's meaning, we must teach the boy something more than language, arithmetic and book-keeping, to make a man of him.

"Many things in this life," says Bishop Tillotson, "require great care and forethought, but the greatest work in life is to rear and build up a man—to form and fashion him for piety, temperance and justice."

The foundation and corner-stone of our public school system, for the support of which every dollar of wealth is laid under contribution, is for erecting and building up that important superstructure, *man*. Not

the physical or the mental man only, but the man of heart and of conscience. The early acts of our pilgrim fathers had this end in view, and we owe much for the high moral and religious sentiments attached to our public school instruction to the fact that our State government was, in the outset, a Theocracy.

We know it has been sometimes said that there is no religious instruction given in our public schools; and if by religious instruction is meant the teaching of a creed or form of religious faith, we admit that no such instruction is given. But if there is any religion in reading the Bible, offering prayer, inculcating the love of God and the love of man, a deep reverence for truth, justice, humanity, and every sentiment of piety and virtue taught in the gospels,—all of which are daily inculcated by the faithful and earnest teacher,—then there is some religious instruction, incidentally at least, given in our public schools. While, therefore, no teacher would desire to introduce technical theology, and make his pupils followers of Calvin or Luther, of Fenelon or Heber, of Whitfield or Channing, he would delight to elevate their sentiments by inculcating those sublime Christian duties practised and held in common by them all. And, if it be true, as it has been affirmed, that even the Christian church needs more religion and less of technical theology, more practical piety and less dogmatism, more charity and less sectarian zeal, the instructions given in our public schools may be the more necessary.

MALDEN.

Among the changes introduced into the schools under these rules, has been the substitution of examinations, near the end of the fall term and of the winter term, to be held by the Committee, at such times as they might appoint, without previous notice to teachers or pupils, in place of the mode of examination previously in use in this town, and, perhaps, generally in use throughout the State; according to which, the examination is, too frequently, rather an exhibition of the result of special drilling than a fair test of the actual progress of the pupils in the studies of a term. It was also provided that there might be an exhibition, once in a year, of any school, at the option of its teacher, and under the supervision of the Committee.

In concluding this report, the Committee respectfully submit some suggestions for the consideration of their constituents.

1. The Committee of last year, in their report, urged the importance of the immediate establishment of a High School. We agree fully with their views on this point, and think that the intimate acquaintance with the educational wants of the town, gained by any gentlemen in perform-

ing the duties of the School Committee, would bring them to the same conclusion. The number of families in the town must have reached that point at which the provisions of the statute require the establishment of such a school; and it is our conviction that an enlightened policy would dictate that the town should rather anticipate than delay beyond the time when, according to the law, a High School must be provided in a town.

The present condition of our Grammar Schools renders it difficult to give due attention to the appropriate studies of those schools, and at the same time provide instruction in the higher branches; and parents, who desire such instruction for their children, must send them out of town at considerable expense, and to the deprivation of home influence and restraint. Many cannot afford to do this, but the theory of our common school system is, that the advantages of education should be within the reach of all, and we do not see why this should not be applied to the studies of a High School, as well as to those of a lower grade. We believe that the chief expense would be the first outlay for a suitable room and appliances, as the larger scholars would be removed from the Grammar Schools, and all of them might be taught, as two of them are now successfully, by females.

2. It is our opinion that, in all the Grammar Schools, with the exception of that in the Centre District, male teachers may be dispensed with, and female teachers of the highest character be employed, at a saving of fifty per cent. or more in their salaries. We have made the experiment in the South and East Districts. The results in both Districts during the fall term, and in the South during the winter term, have fully illustrated and confirmed this view. If what has occurred in the East school has apparently not sustained our opinion, we are satisfied that it has been owing, not to the want of efficiency in the teacher, or of adaptation in the plan, but to the interference of parents, and the opposition to stringent discipline, among some inhabitants of the District, which has encouraged disorder and mischief in ill-disposed boys.

Many parents regard the change from a male teacher to a female as involving depreciation or deterioration in a school. But we believe that four hundred dollars will at any time command permanently the services of a female teacher, whose competence in all the work of a teacher shall surpass that of male teachers who may be permanent on a salary of eight hundred dollars. We doubt whether the inhabitants of the South District, the Grammar School of which includes some of the best scholars in any of our schools, would consent to a change.

3. We judge that the salaries of our male teachers are as high as the character of the schools, and the relative compensation given in other towns, as well as the necessary drafts on the town treasury for the pur-

poses of education, will warrant. But the same thing is not true, in our opinion, of the salaries of our female teachers. Some of our best teachers have been taken from us by the larger inducements held out to them by neighboring towns. It is very desirable that changes should not be frequent, but while our rate of salaries is below that of neighboring towns and cities, as it now is, those whose services are the most valuable cannot be made permanent teachers in the town. There may be an occasional exception to this statement, when a teacher has the fact of family connections and residence operating as a reason that she should serve her native town at a price less than she could easily command elsewhere, but this should not be made the opportunity of injustice in her case. We think that the salaries of our female teachers should be increased from year to year, until they reach a maximum. This plan has been adopted in Boston, and other places in the vicinity, and has operated well, holding out to the teachers a motive to exertion, and securing greater permanency in their appointments. We have adopted a resolution recommending this subject to the early attention of our successors, and we trust that the appropriation made by the town, for the salaries of teachers for the ensuing year, will be such as to warrant the rate of increase which we have suggested.

NATICK.

During the last three or four years, the citizens of this town have expended about thirty thousand dollars in erecting and furnishing school-houses for their children. They have manifested in this respect, a liberality highly honorable, and at the same time, as the Committee believe, truly wise and reasonable; and should the interest of the people of the town in the cause of education in the future be at all commensurate with that heretofore manifested by them, we have no doubt that the results will more than repay all the expense incurred, in the increased intelligence of our population and in their consequent greater power and influence. "Knowledge is power," and the intelligence and refinement imparted to the inhabitants of a town, through good and well regulated schools, operate in a thousand unseen and unrecognized ways, so as many fold to remunerate a community for all the expenses thus incurred. And then besides this real and actual pecuniary remuneration, there are opened up in the minds of the instructed, sources of the highest and purest intellectual and spiritual enjoyment, which cannot be expressed or in any sense adequately represented by dollars and cents, and which are of as much greater value than the pecuniary cost, as the soul is of more consequence than the body.

But in order that this liberality of the people of the town may be of practical use, it is necessary that all our citizens should feel an enlightened and intelligent interest in our schools. No sectarian or party bias should be allowed to have any influence over our conduct, nor should private and personal jealousies influence us. Private and individual interests or prejudices should be frowned on by all who love the cause of education. The Committee deprecate, as one of the sorest evils that could befall the town, the formation of parties in school matters, based upon the prejudices or jealousies of any one class in the community against another. And if there have been heretofore any manifestations tending in this direction, we trust that nothing of the kind will ever occur again, and that good citizens of all classes will cordially unite upon that common ground—where all can so well stand—the highest good of our common schools.

The town is now well furnished, in our magnificent school-houses, with all the appliances of education. We have in our hands the means, the tools, so to speak, with which we may labor in this great and noble cause. Let us see to it, that the thirty thousand dollars expended in school-houses, and the four thousand dollars per annum appropriated to the support of schools, are not wasted or misspent. Several of the school districts have halls in their school-houses, which are occasionally used for other purposes than for the schools. It is a gross perversion of a public trust, and as such, deserving of the strongest condemnation, to allow any part of a school-house, erected by the compulsory process of taxation, and devoted and consecrated by law to the sacred cause of education, to be used in any manner so as to injure or in any way interfere with the welfare of the schools. We trust that great care will be exercised by prudential committees, and others having charge of school-houses, to prevent any use of the same, inconsistent with the good of the schools.

Parents, too, should learn to feel an intelligent interest in the schools. Generally speaking, they feel no interest in them, unless provoked to do so by something which offends their prejudices or runs counter to their preconceived notions, and they let them alone, except when they have a favorable opportunity to find fault. This ought not so to be, but they ought to fully inform themselves as to the nature and wants of a public school, and then, without being influenced by private prejudice or individual resentment, they ought in all things to co-operate with the teachers and school committees for the highest good of all. Until parents can be induced to adopt this course, we cannot expect to have prosperous and successful schools.

School Committee.—John W. Bacon, Edwin C. Morse, George W. Pierce, Louis E. Partridge.

NORTH READING.

Instructing in the common schools has been looked on as a very common affair, and within the range of very moderate capacities to successfully perform. But in reality, there is no vocation which requires so wide a range of versatile talents, as that of teaching the elementary sciences to children—with the indispensable moral culture which should attend such instruction. If the person standing in the place of teacher, cannot readily, properly and *attractively* impart his knowledge to pupils, however great that knowledge may be, he is worthless to his profession. If he does not also cherish a spirit of commendable ambition to excel in his profession, he is equally worthless. If the pay he is to receive at the close of the term be the chief attraction and motive for engaging the school,—and more than one teacher has given reason to suspect this truth of them,—he is worse than worthless; he is a positive and lasting injury to the school, and a disgrace to his profession.

As it will be conceded by all candid and intelligent citizens, that we cannot afford, as a town, to make uncertain experiments with the education, mind, heart and development of the young, your Committee would earnestly recommend that the gentlemen appointed by the different wards for the engagement of teachers,—extraordinary circumstances excepted,—should contract with none but those of good scholarship, experience and established reputation. This recommendation is enforced by the well known fact seen in the yearly school history of our town; that the employment of such teachers has invariably resulted in good schools.

SHERBORN.

In concluding our remarks on this topic, we forbear to press on your attention those considerations of a general nature, which make the establishment of a High School so desirable a part of our educational system. We hope it is unnecessary. We trust that the town is not disposed to reverse its decision of the last year, or to take any retrograde steps; to say, whilst other towns around us are pressing on in this noble struggle to promote the cause of general education, that we must deny to our children facilities others are enjoying; that they must depend for them upon those towns where they are liberally sustained; and that a number of our youth, whom pecuniary inability would preclude from even that resource, must forego them entirely. We trust that the rapid advancement of the age in science, knowledge and general culture, is so well estimated that none will indulge the hope that those

of our community who must soon enter upon the scene of effort, can do so with honor to themselves, the parents who nurtured them, and the home of their birth, with only the school advantages accommodated to the past. Moreover, we trust the talent, capacity and honor of those now awaiting these advantages, and of those in our schools who will soon come to need them, are too highly appreciated to allow our fellow-citizens for a moment to countenance the supposition.

No! we prefer to allow ourselves to indulge in no such ungenerous fears! We assume, as indeed the vote of the town last year compels us to do, that you would be glad to afford the facilities spoken of, to our youth of both sexes; and that the only obstacle in your way is the increased expense in which you may thereby be involved. In reference to this point, without urging the consideration that for no purpose can a town more judiciously expend its resources than for educating its youth, let us only say that even the additional appropriation we propose, when assessed upon all the ratable polls, is only a small item, not even the straw that breaks the camel's back; and that by the employment of females in our district schools, both summer and winter, an appropriation for a High School may be made with only a small addition to the grant for schools the last year.

Whatever may be the decision of the town on this subject, we feel that we cannot more fitly fulfil our obligations, under the statute establishing this board, than by presenting these considerations.

School Committee.—Edmund Dowse, Theodore H. Dorr, William W. Leland.

SHIRLEY.

The next object which we should have in view, should be the employment of well instructed and interested teachers. There is some difficulties necessarily attending the election of teachers, while the duty devolves upon two entirely distinct classes of officers. These difficulties have been minutely stated in previous reports. As you have been pleased to continue the old custom here, you will bear with us while we attempt to make a few suggestions for the benefit of those who hold the responsible position of prudential committees. In the first place it is best to employ those who are well known, who have given evidence of their ability to discipline and instruct a school, and who, by past services, have a just claim upon our further patronage; these should receive our first invitation to the charge of our several schools. If new, and heretofore unknown persons present themselves, either in person or through their friends, as candidates, the Committee should not engage

such persons until he can see and converse with them; whereby, if he be a discreet man, he will be enabled to form some judgment as to the capacity of the candidate for his proposed work. He should question him on this wise: "Did you obtain any part of your primary education in the common school?" "Have you ever taught school?" If so, "how many terms?" "Have you ever attended a Normal School?" If so, "how many terms?" "Have you ever attended a Teacher's Institute?" If so, "where, and how many seasons?" By such a course of interrogation an idea could be formed as to the previous opportunities of preparation of candidates for their onorous calling. We have before spoken of employing teachers from our own town, when they have proved themselves worthy of our patronage; as they would feel that their reputation is, in some measure, connected with their success, they would be more likely to exert themselves than would entire strangers, who intended that their acquaintance with their pupils and patrons should be dissolved with the close of their terms. Let, then, prudential committees be discreet and vigilant, and one important step will be taken in the way of obtaining the services of good teachers.

SOMERVILLE.

It is a melancholy fact, that the heart is less generally cultivated than the intellect. Hence we solicit the aid of the parent. Such sympathy would undoubtedly be repaid tenfold, by improvement on the part of the pupil. Many a child has thus been incited to renewed efforts, and taught for the first time in his life the power of mental and moral energy. By the active cultivation of the hearts and understandings of those entrusted to their care, parents and teachers have it in their power to mould this precious impulse, almost at will; nay, more, to achieve realities that have often been supposed to exist only in the region of impossibility. The progress of knowledge is mainly owing to the continued perseverance and incessant scrutiny of superior minds. In this way Newton first availed himself of the phenomena which led to the discovery of gravitation.

We are so constituted, that it is impossible to make the most of humanity without the improvement of every faculty. This should proceed mainly from the pupil's own efforts. Great patience and enlightened firmness, are necessary to the successful control of the tender but complicated powers of the youthful mind. The first lessons of childhood are acquired by painful labor. This, the pupil has to surmount, principally by his own exertions, but partly with the assistance of others. It will not do to superadd natural, to artificial obstacles, or to make the

task one of additional pain and terror; he who does so, must have mistaken his vocation. The continual effort of the instructor should be to lessen his repugnance and to furnish motives for exertion. The certainty of future pleasure and advantage, from present toil, should be strenuously inculcated, and every appliance furnished, that kindness and experience can supply. The great maxim should be to hasten slowly, since this is to secure the greatest progress in a given time.

Do not give the pupil too much, nor yet too little to do; and always, except in case of sickness, exact the accurate performance of his task. To insure the highest success, the exertions of the pupil should never be associated with disagreeable occurrences; and every means should be taken to conciliate and foster his self-respect. Open rebuke and mortification should never be resorted to, until private remonstrance has failed —and even then, sparingly.

Regular weekly and monthly reviews afford teachers an excellent opportunity to perfect their pupils in the various studies of the school; and, in the opinion of your Committee, those schools which have adopted this practice have sustained the best examinations, and made the most real progress. By repetition, ideas are rendered comparatively permanent, and easier of recurrence. Where this exercise, however, is indifferently conducted, and the attention of the pupil is allowed to wander, the memory is rather injured than improved, and the repetition causes only feelings of disgust and weariness. By securing perfect order, and requiring the undivided attention of the class, the exercise becomes a pleasant one, and the subject is soon rivetted in the memory. Your Committee dwell on this, because they deem it a point of more than ordinary importance. It is not enough, merely to know a thing. If we would preserve, we must repeat it; and, without such practice, the pupil's acquirements, whether in science or language, are almost sure to be forgotten.

SOUTH READING.

Inefficiency of teachers is another cause of the frequent changes. The existing system often places the Committee in a very trying situation. A single individual is presented to us as a candidate for teacher of a particular school. That person must be approved or rejected. Upon examination, her qualifications are found to be hardly satisfactory. But time is rapidly passing, and the opening of the school, already long delayed, perhaps should be delayed no longer. The prudential committee has neglected his business to obtain this candidate, and is very unwilling to disregard his personal interests in attempts to find another; the candidate may be a relative or dear friend of the prudential committee, and

a rejection might create unpleasant differences between us; a certain disgrace attaches to rejection, from which we are anxious to save the candidate; and, if we are ready to brave all these difficulties, the serious question is immediately suggested, Shall we be likely to find a better? and a certificate is granted as the most expedient course. But under the general system, as there are usually more applicants than schools, consequently, those who are not elected are not wounded in their feelings, nor injured in the esteem of those who know them, and their non-election does not operate against them in obtaining a school elsewhere. We are far from wishing to escape responsibility; but we are anxious to be relieved from the painful perplexity to mind and heart we now so often suffer because the best course is not plain.

School Committee.—D. W. Phillips, Benton Smith, J. D. Hull.

STONEHAM.

There is discovered among our teachers of late, a desire to transfer their position of labor from one school to another. Primary teachers wish to become grammar teachers. The ambition which prompts a person to pass from one situation to a higher is laudable. But a position is high as the effects of its labors are morally important. At the present day it is much less difficult to employ persons who appear to be thoroughly versed in the branches required to be taught in our schools, than it is to obtain those who are qualified to teach those branches. It is indeed quite an easy task to engage persons who are well educated. But a person may be a fine scholar, and lack the ability to impart that knowledge to the pupil. Yet another may be comparatively limited in scholarship, and possess the inherent tact and the capacity to give instruction, and impress disciplinary regulations. Capacity to govern and instruct is a more rare commodity in teachers than ability to understand the sciences taught. And the more elementary and primary the branches to be taught, the more valuable is this faculty. The scholar's education is begun in our Primary Schools. A good commencement argues a successful career, an advantageous close. If here the principles are correctly implanted, the course of instruction is ever after much easier to both scholar and teacher. In the Primary Schools should be placed the most capable teachers, that what is there learned may not in after years be of necessity unlearned. If here the habits of attention and the necessity of close application for thoroughly understanding the thing taught are inculcated, the child has been conducted far along the scholar's course.

The Primary School is the most honorable position for a teacher. It

is the fulcrum that Archimedes sought, on which to move the world. She there has, *in futuro*, the rulers of the nation,—the plastic mind of the child to mould and impress,—the young bud that shall grow and strengthen into the tree, that shall endure the winds of a thousand storms. It is a delicate and responsible office.

"The dew drop on the infant plant,
Has warped the giant oak forever."

Those young minds so portentous of power and great deeds, she is to impress with motives and principles that are to strengthen with their strength, and govern their future acts. Our earliest impressions are the deepest, and memory bears those records longest upon her shield. Somebody has said that he who writes the songs for a nation, governs that people. With how much more propriety might the compliment be paid to the Primary School teacher.

STOW.

With a good and apt teacher, new questions will daily arise as to the best and most suitable explanations to be given to certain scholars or classes, as to the best method to operate upon this child or that, in matter of discipline—as to whether any misunderstanding exists between teacher and scholar, or teacher and parent—and if so, the best method to set the matter aright. And again,—teachers should make themselves perfectly familiar with the lessons to be recited each succeeding day. However good teachers may be for the six hours in school, there are none that may not be better, and more profitable to the scholars, by bestowing their attention upon their work while out of school, considering and arranging all such matters above alluded to. These considerations, with others of like bearing, your Committee usually endeavor to impress upon the minds of teachers, when before them for certificate.

School Committee.—E. Whitney, Henry Fowler.

SUDBURY.

There is another topic deemed of considerable consequence, which the Committee wish to mention briefly in their report. Reference is had to the modern practice of introducing in the schools such a variety and multiplicity of studies, and many of them the more advanced ones, as literally to crowd and overburden them. This practice we hold to be injudicious and detrimental. It is plain that where

the studies are so multiplied, the knowledge gained of them must, of necessity, unless in very rare and extraordinary cases, be superficial. There are limits to the powers of the human mind. Nothing in the end is gained by overtasking the faculties of the young. Again,—it is impossible that a teacher should do justice to recitations, where classes are allowed to be so numerous. Explanations, and ideas beyond the letter of the text-book, are infrequent. Besides, the amount of time daily devoted to teaching is very limited; deducting for recesses, it ordinarily does not exceed five hours. This, divided among twenty-five classes, will give but twelve minutes to each class. The natural consequence of this is, the younger part of the scholars are deprived, in a measure, of their legitimate rights. The proportion of time to which they are justly entitled is not allotted them. The classes in the primer and spelling-book are often despatched in a hurried manner; the elementary principles of the language are slightly passed over, and the rudiments, which used to be wrought into the mind at an early age, often find no place there at the present time. School committees have sometimes been called to examine teachers, who, so far as the higher branches were concerned, were qualified to teach them, yet, with respect to first principles, were found incompetent to teach even the abs correctly. The common school is the place where the spelling-book should be in constant use, where reading, spelling, punctuation, the different sounds of the letters, and the rules for pronunciation, should be sedulously inculcated. Scholars should become expert in all these, before advancing to higher studies. Where these incipient lessons have been neglected in childhood, the scholar only in rare cases attains to thoroughness in them in riper years. The common school is the place where pupils ought to become fully qualified to enter schools of a higher grade, and the more perfect their knowledge of these primary lessons, the greater and more rapid will be their progress in other branches.

We have been induced to present these considerations the more in detail, from the fact that complaints have latterly come to be rife, that since this forcing of so many studies into the common schools, there has appeared a manifest decline in the matters noticed above.

School Committee.—Moses Harrington, Lyman Howe, Thomas P. Hurlburt.

TEWKSBURY.

As already intimated, there has been no little agitation in one of the districts, in reference to the branches of study, which should be allowed in school. On the one hand, it has been contended that no studies

should be allowed beyond what the law absolutely requires. On the other hand, the Superintending Committee have thought that, whenever scholars have so far advanced as to be able to attend to algebra, natural philosophy, and such higher branches, they ought to have the privilege, provided that they had no more than their due share of attention, and the younger children were properly cared for. And now we put the question to the candid consideration of our fellow-citizens, whether the Committee have not taken the right ground in this matter.

Is it said that the law requires that the teacher should be competent to give instruction in orthography, reading, writing, English grammar, geography and arithmetic, without specifying algebra, and the like? Be it so. But, in the language of a former Secretary of the Board of Education, "This is the minimum of literary qualification." "It is lawful," he goes on to say, "to employ teachers who are competent to teach higher branches,"—adding, "When the wealth of a town is sufficient to bear the expense, and the proficiency of the scholars in all the primary branches has prepared them to enter upon a higher course, the law will not only authorize a town to demand instruction in a more advanced course, but will require the examining committee to reject a candidate who is not competent to carry the pupils through it." As therefore it made no difference in the wages of the teacher, and there could, consequently, be no objection on the score of wealth, when any of the scholars who, in our judgment, were fully prepared to enter upon the study of algebra, demanded of us the privilege, we felt not only authorized, but required to grant it.

But is it said that, if the law does allow the study of the higher branches in our common schools, it is a hard law? What! Hard not to be able by State enactment, to repress children's aspirations after knowledge, and to cut off their advancement beyond certain narrow bounds! Hard not to have children lazy and stupid enough to be content with the commonest branches, but who are so bright and smart to press onward to the higher! I pity the town that is favored with the gift of no such sons and daughters.

But it is said that, if these higher branches are allowed at all, the smaller children will be neglected. It is admitted that this, as well as every other privilege, is liable to abuse. What we are contending for is, not the abuse, but the proper use of the privilege vouchsafed by the Commonwealth. And, in guarding against this abuse, we instruct the teachers to be particular not to neglect the smaller children who have no lessons to learn, but to hear them read as often as four times a day, devoting to the larger pupils only that proportion of their time and attention to which they are justly entitled.

Is not this reasonable? Why, suppose we take the other course, and

say to those scholars who have so diligently and faithfully improved their time, as to have mastered the arithmetic, and to be prepared to study algebra, "You must stop here; you are getting on too fast; if you want any more education, you must go where you can get it; for Tewksbury school-houses are shut against all advanced scholars. No admittance to algebra or natural philosophy within these 'democratic temples of learning.'" I ask, fellow-citizens, are you prepared, in this the last half of the nineteenth century, to take such a stand as this? For more than a quarter century, in the various public schools of the Commonwealth with which I have been connected as pupil, as teacher, and as superintending committee, the higher branches have been taught. They were taught six years ago in the public schools in South Dennis, away down on Cape Cod, and boys were there fitted for college. Provision is made for instruction in these branches in the towns around us, Lowell, Andover, Billerica, &c. Indeed, I have yet to learn of any in the State, so low on the scale of educational facilities, as to prohibit the progress of its schools beyond the very minimum of the instruction prescribed by law.

What step could we take, more prejudicial to our intellectual and moral interests, than that of putting such a damper as this on the cause of education among us? It is surely bad enough to have our period of schooling limited to a few months in a year. But, to add to this limitation of the time of schooling, the narrow limitation demanded by some, in the privileges of schooling during that brief period, is a double calamity. In the language of the last Report of the Secretary of the Board of Education: "Any town which enjoys the reputation of good schools, will find, in that circumstance, an element of growth. It will, on that account, draw to itself from abroad, wealth, intelligence and virtue. Both the value of real estate, and the refinement and civilization of the people, will be enhanced." The chief objection to a residence among us, on the part of some who would otherwise like to live here, is the want of better educational advantages.

Let us, then, as we value the prosperity of our town, and the highest welfare of our children, not only lengthen rather than shorten our school terms, but enlarge, instead of curtailing our school privileges, so that our sons and daughters may not be compelled to seek in the public schools abroad, that education which is denied at home.

School Committee.—R. Tolman, J. Coggin.

TOWNSEND.

There is quite a manifest desire in some of our districts not to look deeper than the surface. For example: A class may be studying arith-

metic. The only discoverable object is to obtain the answer in the book, no matter by what process. To the principle which the question involves no thought is given. What is true of this, is true of other studies. Faithful and efficient teachers sometimes meet with opposition here at the outset, when a thorough drill is insisted upon. Ought not thorough teachers to receive the support and co-operation of parents?

Reading.—This branch of study has received more than its usual share of attention during the past year. We have insisted upon having the classes more thoroughly drilled than has heretofore been customary; still, we think much is to be accomplished before reading shall receive its due share of attention in all of our schools.

We think one of the greatest evils in the way of a more rapid advancement in this department, is that scholars attempt to read in books the meaning of which they do not comprehend. We believe it to be impossible for any scholar, although he may pronounce every word with fluency, and have a teacher well qualified to give instruction in regard to enunciation and inflection, to read well any piece, the ideas of which he does not apprehend, much less fully understand.

If parents would have their children improve in reading, they must seek to promote this object in other ways than by desiring to have them read in the first class; for we often find those in the second and third classes who can read better than some in the first. Instead of asking in what class do they read, it should rather be asked, "Do they study and understand what they read?"

WALTHAM.

The phonographic short-hand which has been taught in the High School for the last twenty months, has proved so popular with the scholars, and the Committee have such full confidence in its great utility, that they have voted to introduce it at an earlier stage in the course of instruction, viz.: in the last year of the Grammar School course. Short-hand is an art scarcely known except in England and America. It was born in the best ages of the Roman republic; its parents being the eloquence of the Roman forum, and the popular form of the government, which gave every man an interest in preserving the words of the orator. Remaining almost totally extinct for twelve hundred years, it was revived in the age of the Puritans in England, received fresh vigor from the new era of political freedom in the eighteenth century, and came to mature age in the movement of popular education which has in that country distinguished the middle of the nineteenth century. Short-hand, from its parentage and education, therefore, is emphatically a republican art, and

its history in this country, especially since the introduction of Pitman's almost perfect system, shows that our countrymen appreciate this fact. Its advantages will be increased rather than diminished by its general cultivation, and we are therefore desirous of giving every child in the town an opportunity of learning, at least enough of it to enable him to decide intelligently whether he wishes to pursue it farther. Its uses are by no means confined, as some suppose, to taking reports of public speeches; but it can be used for every purpose for which common writing is available.

School Committee.—Thos. Hill, M. L. Bickford, R. Foster.

WATERTOWN.

Of the High School we cannot do otherwise than speak in terms of praise. For whether we consider the interest manifested by the scholars in their studies, the pride which animates them, the progress they are making, or the still greater interest manifested by their teachers, their diligence and close application to the welfare of those under their charge, the same conviction still obtains, that the school is in a most prosperous condition and reflecting honor on the town.

The labor of the teachers, requiring a greater outlay of talent than is necessary in the Grammar Schools, a closer application to the various branches of study, involving a scrupulous regard to accuracy, and a thoroughness of mental discipline, so essential to the scholar's self-reliance, is full equal to the compensation awarded them.

We cannot but give them credit for a faithful discharge of duty.

Mr. ———, by his scholastic attainments, his rare ability to impart the desired information, and his assiduity and perseverance in his vocation, has conferred enduring benefit upon his pupils, and rendered the school even more successful than the most sanguine could have anticipated.

The attendance here has been excellent, a most sure criterion whereby to judge of the interest which is taken in the school both by parents and children, and of the estimate placed upon the abilities of the teachers.

If there is any thing which the Committee have to look back upon, in connection with this school, with regret, it is their own action in advancing scholars from the various Grammar Schools to a position here.

The High School having been established at a different season from that usually appropriated for advancing scholars to a higher position, the Committee, in order to make the time uniform in all the schools, proceeded and advanced scholars to a position here at the commencement of the first term, who, in their estimation, at the present time, should have remained in the Grammar Schools another year.

The consequence has been a reduction of the talent in the Grammar Schools, out of the usual time, and the imposing of heavy labor on constitutions ill able to sustain it.

We would recommend to the future committee, to retain all the scholars in the Grammar Schools in their present positions for the year to come, and if necessary, to advance the standard in such schools. Some of the scholars advanced to the High School, were deemed scantily qualified, at the time of their promotion; and although doing well, yet it is of the utmost importance that all applicants for the High School should be thoroughly versed in all the branches taught in the Grammar Schools, inasmuch as these are not intended to be passed in review in the High School, but to form the basis upon which the scholar is to advance to higher knowledge.

We make this recommendation under the full assurance that justice to the scholar, as well as a due regard for the character of the schools, demands it.

There may be some to whom these remarks may seem ill-timed, but to such we would say, that completeness in all things undertaken, is unqualifiedly necessary to success, and while the wishes of many may remain ungratified, yet it is hoped that what is most essential to the welfare of the scholars, will receive all proper attention and satisfaction.

The time for a full course of study in the High School has been extended during the past season to four years. This time being, in the estimation of the Committee, necessary for a full and perfect accomplishment of the desired effect.

The following is the course of study to be pursued in Watertown High School:—

ENGLISH COURSE.

First Year—*First Term.*—Worcester's Ancient and Modern History; Algebra; Quackenbos's English Composition. *Second Term.*—Worcester's Ancient and Modern History; Algebra; Quackenbos's English Composition. *Third Term.*—Worcester's Ancient and Modern History; Algebra; Quackenbos's English Composition.

Second Year—*First Term.*—Latin, commenced; Philosophy; Algebra. *Second Term.*—Latin, continued; Philosophy; Geometry. *Third Term.*—Latin, continued; Philosophy; Geometry.

Third Year—*First Term.*—Latin, continued; Rhetoric; French. *Second Term.*—Latin, continued; Physiology; French. *Third Term.*—Latin, continued; Book-keeping; French.

Fourth Year—*First Term.*—Chemistry; Davie's Surveying; Intellectual Philosophy. *Second Term.*—Chemistry; Davie's Surveying;

Intellectual Philosophy. *Third Term.*—Practical Arithmetic; Intellectual Philosophy; Gray's Botanical Text-Book.

CLASSICAL TEXT-BOOKS.

Latin.—Weld's Latin Lessons; Andrews and Stoddard's Grammar; Viri Romæ; Cæsar; Virgil; Cicero—Orations against Cataline.

Greek.—Sophocles' Grammar; Jacob's Greek Reader; Xenophon's Anabasis.

French.—Fasquelle's Method; Seige de la Rochelle; Talbot's Philosophy of French Pronunciation.

Orthography, Penmanship, Composition and Declamation, the entire course.

In the early days of Watertown, before committees were much known, and when the school accommodations were meagre, the fathers of the town thought the education of the children of the greatest importance. They subdivided their number for the purpose of going "two and two thro' the town to see that the children were taught to read and write, and also to look after their moral training and discipline."

Year after year they followed this routine until the town was able to discharge that duty in a more expeditious and satisfactory manner. They saw the fruits in prospect, and were willing to labor thereto.

To-day the sentiment is the same. The first questions asked by those who are seeking a location, are, "What school accommodations have you, and what is the character of your schools?" All this is well. It keeps alive the educational departments without which all would be anarchy and chaos, while with the full development of the powers of the mind, comes the discernment of all that is noble, beautiful and grand, whether in nature or in art. Now as it is only through a clear and distinct idea of what *is* beautiful and good that we can properly appreciate the worth thereof, so also is it by the proper appreciation of objects or institutions that we come to love, honor and venerate them.

It is well then that there should be a lively interest manifested in our common schools, by all classes, since it is here that the intellect takes its first lessons, and upon which it must build its future.

If Watertown wishes to grow in numbers and in wealth, let her continue as she is now doing, appropriating liberally for the education of her children. For where the facilities are open for the greatest amount of intellectual improvement, thither, all other attractions being equal, will the largest and best population tend.

WAYLAND.

The Primary Schools.—Concerning these the Committee have no hesitation in saying that there has not been an equal period of time in their recollection of them under the old system, when results were attained commensurate with those of the past year. Their anticipations of the practical working of the new system as it regards the government, the classification, the time devoted to each class and pupil, and the consequent extent and thoroughness of study, together with the social and moral influences exhibited in these nurseries of learning, have been fully met.

Among the items presented by former committees as worthy of attention, is that of the inconstant and dilatory attendance of the pupils. This has been considered a great evil and a serious obstacle to their advancement. The same still exists in no small degree. The Committee view it, however, rather as an index of the state of the schools than as an absolute evil. Is it not true that persons of every age are naturally drawn towards what to them is pleasant and agreeable? And are school-rooms and school exercises exceptions to this rule? We think not. It is believed that the human mind is so constituted that it must necessarily receive pleasure from the conscious growth of its powers, and from the acquisition of knowledge by proper and healthful methods. And it is maintained that as fast as such methods are adopted, and the correlative surroundings and accompaniments made to harmonize with all that is pure and elevated in the child's nature, so fast will the facts complained of disappear.

In this view of the subject we are led to conclude that our graded system is among the things needed to produce such a result, by its salutary action in those directions to which allusion has been made. The reason for this conclusion is found in the fact that, comparing the records, during the past year, of those schools most affected by our present system, (Nos. 2, 3, 4 and 5,) with those of the same school-territory for five years under the old system, we find an actual gain in the attendance of the pupils of eight per cent. per annum. This gain is the more striking when it is considered that under the old system the schools embraced the older pupils, now attending the High School, who are invariably more constant than the younger members. We also find that during the past year the number of scholars in these schools who have attended constantly and punctually has increased in a much greater ratio; the two previous years furnishing an average of only sixteen, while the past year exhibits twenty-nine who have in this matter attained the perfect standard; and this, too, is the more remarkable, not only from the

comparative ages of the scholars, but from the length of the terms—the two former years being but five and five-eighths months, while the last year furnished seven and one-fourth months. Such results cannot be fortuitous; we attribute them to the improved condition of our schools under the new system. It is worthy of remark that the new districting has afforded a much more nearly equal distribution of pupils than formerly; and the new locating of two of the school-houses has equalized also the distance of travel, while the beauty of the sites selected, and the amplitude of grounds, afford reason to believe that they will be resorted to with increased interest and improvement on these accounts.

By the liberal appropriations for these schools the Committee were able to maintain them for a period of twenty-nine weeks each, divided into two terms. We earnestly recommend that the same liberality be continued. This being done, we are confident that at no point of time previous to the present, could we predict with equal certainty their eminent success in the future.

The High School.—At the time when the last year's report was issued, this important feature in our new system was in its second term. Its continuance through the past year enables us to reaffirm all that was then said in its favor.

Important and lasting effects usually ripen by gradations to be marked by months rather than by minutes. Yet when great changes are instituted in the immediate causes, we may look for more rapid developments. Such a change occurred in our educational interests, when our citizens resolved, and by their repeated sanction reaffirmed the determination to establish and sustain the institution of which we now speak. Corresponding with the importance of that decision, have been the results already experienced. Let any one (as every citizen of Wayland ought) spend a day or two in this school during each term, and he could not resist the conviction that its influences are of a marked and most valuable character.

To witness the proficiency of the pupils in the higher branches o science; to observe their intellectual strength gradually rising to a degree corresponding with the demands of the age in which they are to live; to see the deepening of that self-respect which is the surest guaranty for the perpetuation of all that is good in the institutions of our country; to notice the decorous proprieties of social deportment, indicative of a progressed refinement of the feelings; to observe these and other correlative features of this school, is peculiarly gratifying to al who desire the development and growth of such sources of refined and solid enjoyment. And as the eye scans the vista that opens far into the future of these pupils thus privileged with the means of mental social and moral culture,—as we descry the literary career of our sons

and daughters now wending their way, so hopefully and happily towards the sunlit summits of science, who, had it not been for the High School, would never have aspired to such honors as lie before them,—the mind is filled with grateful admiration of the plans by which such results have been, and are yet to be secured to the rising generations of Wayland. Generously and commendably has she thus offered to her poorer as to her wealthier children the means for reaping their just share of the honors, the usefulness and the happiness of this age of progress.

While we are happy thus to speak of the worthy action of our citizens in this cause, we may with truth assert that Wayland has done no mere than her part in the onward movement which is prevailing in the more enlightened portions of this Commonwealth. She has simply pursued the most economic path in reaching the most desirable ends. We speak not without proof on this point; and we do so the more readily, because the cry of extravagance has been repeatedly raised among those who are unfriendly to our present plan. We invite the attention of all such to the following comparison of the two systems.

Considering the money expended for tuition only, we have for the $1,400 expended last year an aggregate of tuition to each Primary School of twenty-nine weeks, and of forty-two weeks in the High School. To sustain the seven schools of the old system an equal time under male tuition in winter, and female in summer, at wages commonly paid for good teachers, would require in

SUMMER,

For	14	weeks in	6	schools, at	$30	per week,	$420 00	
"	14	"	1	"	4	"	56 00	$476 00

WINTER,

For	15	weeks in	6	schools, at	$60	per week,	$900 00	
"	15	"	1	"	4	"	60 00	960 00
								$1,436 00

By this it appears that the present system not only furnishes an equal amount of tuition at a less expense, and all with the improved conditions resulting to pupils in the primaries, and all the benefits attained by advanced scholars in the High School, but actually furnishes a surplus of thirteen weeks in the latter institution.

We will only add in this connection, that the advantages of the High School are clearly discernible by comparison of scholarships in different sections of the town. We have the unfortunate condition within our limits of almost an entire district declining to participate in those advantages. It will be recollected that in past years the principal school in that district has been most highly commended for its attainments,

and has been exhibited as the "model school," under our old system. By a careful and candid examination of its first class scholars *now*, and of those of the same ages in other parts of the town who have attended the High School since its establishment, we are fully convinced that the "model scholars" of the south district must yield the palm to others who have distanced them in the onward march by many degrees already, and who promise to leave them still farther in the rear, unless they, too, come to the improvement of similar privileges.

School Committee.—Henry Allen, James S. Draper, Charles Stearns.

WEST CAMBRIDGE.

There is no danger whatever that our children will not learn fast enough, but there is great danger that they will not grow fast enough.

Their minds are cultivated with much more care than their bodies, and we are too forgetful of looking for well developed, cheerful boys and girls, while praising and encouraging the mental vigor of precocious prodigies. A healthy boy at fourteen who can shoulder a bushel of corn, or swim a half mile; or a robust, warm-blooded girl who can laugh heartily, run, jump rope, and work without the "side ache," affords surer hopes of a happy life and future worth, than to be feeble and nervous and able to demonstrate every geometrical problem ever known, and read, in a dozen obsolete languages, all the old mythology ever written or dreamed.

In the education of our children, we are looking too much for immediate effect; and in ministering to their comforts and bodily welfare, we overlook our short comings and follies, because there is no change at once in their condition for the worse. Yet they surely are silently and always progressing towards a vigorous bodily and intellectual maturity, or receding to become weak and dependent beings. If we could all of us more fully understand the terrible significance of this great truth, "The sins of the parents shall be visited upon the children, even to the third and fourth generation," we should lay aside some of our indifference and superstition, and realize the physical to be as excellent and worthy of culture and as essential to our true growth and happiness, as the mental and spiritual.

If our common schools, as they are conducted, especially in cities and large towns, must necessarily be instrumental in deteriorating the development of the race, as they often do by the close confinement and overtasking to which children are subjected, their good effect may well be doubted. The physical energy and common sense of one broad-

chested young man from the old-fashioned, wood-warmed, well ventilated school-house in the back woods, whose stock of town-and-State-paid education enables him only to "read, write and cipher," will often carry him through more useful and difficult enterprises than would swamp a score of more learned but puny and effeminate beings. Those men and women are best educated who can best perform the duties of life, in whatever capacity they may be obliged to act, and there are few positions where health and strength do not conduce as much to that end as mental acquirements. It is as essential that children play as that they study; and while so much is being done to secure a proper regulation and attention to the one, we leave them to originate and conduct their sports as they can and where they can. The streets are their play-ground, and the shops and public highway their rendezvous.

How can we wonder that they are so often saucy and old beyond their years in bad habits.

The fault is not theirs, and they must be visited, sometimes with suffering, for the sins of their elders. No parent has a moral right to be habitually so involved in business or pleasure, as not to know how and where the hours of play are occupied; for a more rapid and permanent process of education is going on at such times, than in any school to which they are obliged to resort. Every school-house should have connected with it a spacious and pleasant play-ground, that should be kept neat and made attractive. This ground should be furnished with swings, stands for jumping, conveniences for cricket, goal, football, and whatever else will best promote health and cheerfulness. Could the parents themselves be induced occasionally to play with their children, and forget the formal conventionalism of grown up society, their hearts might perhaps be refreshed and made better by such fellowship with what, in its purity and innocence, we are assured, is like the kingdom of heaven.

School Committee.—J. Underwood, Addison Hill, John Wyman, Rev. Geo. Hill, Dr. Alexander.

WOBURN.

The High School, which was established with great doubt and reluctance, has now become the pride of the town. It commenced under a belief, entertained by large numbers of our best citizens, that no practical good would result from its establishment, and that we were expending the money of the town in the prosecution of a whim. It was established, however, and it has won its way. It proves to be "practical." It has

been proved to be a "necessity," and it is now seen to be, and is believed by the great mass of our citizens to furnish, the way and means of the best education of our children, and to be the only true republican method of educating them for the performance of the practical duties of life. During the past year, Mr. Stone has discharged his duties as Principal to the entire acceptation of the Committee, and also, as the Committee think, in a manner worthy of the praise of the inhabitants of the town. The Committee have had occasion to revise the course of studies prescribed for the High School. At its establishment a course of studies was ordered which could be completed in three years. As the Committee know, however, that this course of study was understood by those who so wisely established it, as temporary, and as destined to give place to a longer and more complete course, the time seemed to us to have arrived for making the originally expected alteration. The length of time which has elapsed since the establishment of the school, the increase in the number of its pupils from all parts of the town, and the erection of the new school-house, of which all may be proud, all seemed to concur in making it proper that we should finally establish a permanent course of study for the school. And we have done so, with much care and deliberation. We think it embraces all those subjects which are necessary to be accomplished by a son who is to be fitted either for a collegiate education, or for the walks of business; or for a daughter who is to be sent forth to the world, fitted for the discharge of any feminine duty liable to be claimed of her.

WORCESTER COUNTY.

ASHBURNHAM.

In discharging this duty, it gives us pleasure to be enabled to say, that a good degree of success has attended our schools during the past year. Little has occurred within the knowledge of your Committee, to mar their general prosperity. For several years past there has been a gradual rise in the standard of our schools. The efforts put forth by the friends of education in our town during the year, have been abundantly rewarded, in greatly increasing the past ratio of advancement.

The influence of the Teachers' Institute, held in this place in October, was to produce this most desirable result. And undoubtedly we are only repeating the experience of most who attended the lectures of the Institute, when we say, that never within our recollection, were five days spent with greater pleasure and profit in our town, than the five beautiful autumnal days, allotted to the session of the Institute. We think that much good was accomplished through the instruction of the distinguished Teachers then present, not only in imparting true and elevated ideas of teaching to those who might make a practical use of them in the school-room; but also in impressing the minds of the parent and guardian with a fuller sense of their duties and obligations as such; in enabling them to see more clearly the relation which they sustain to the teacher in strengthening the bond of sympathy that should ever unite them firmly, as co-workers, in the great field of mental discipline.

The unusual prosperity of many of our schools during the past winter, we believe may be attributed to the practical working of the influence of the instructions of the Institute. Not that spurious prosperity frequently exhibited in brilliant and showy examinations; not that kind of prosperity suited to the taste of the mere superficial observer, in which the scholar learns every thing and knows nothing; but that which exhibits the true ring of study and thought, under the severest tests of criticism; showing that the object of the teacher has not been so much to cram the mind with a knowledge of crude and undigested facts, as it has to draw out and unfold the latent faculties of reason and investigation; thereby giving the mind that power of self-reliance and independence of action, which not only pre-eminently fits it for the reception of knowledge, but also gives it the power of *knowing* in the broadest sense of the term.

The cheerful and willing hospitality in providing for the entertainment of strangers during the session of the Institute, the presence of a large number of the people of the place during its daily exercises, the capacious hall densely crowded with eager listeners to the evening lectures, were matters of special gratification to your Committee;—rendering their labors during the session pleasurable; convinced as they were that a deep and increasing interest was felt in the cultivation of the moral and intellectual powers,—a work compared with which all others sink into insignificance.

School Committee.—A. Miller, F. A. Whitney, E. S. Flint.

ATHOL.

High Schools.—For many years past, as the population of this town has been very rapidly increasing, the attention of its citizens has been repeat-

edly called to the duty of establishing a High School. Very able discussions, covering the whole ground in a very thorough manner, have been submitted in preceding reports. Believing it unnecessary to enter into any elaborate detail of the many and very strong reasons for such a measure, the present Committee are fully convinced that the time has come for decisive action. If we would comply with the laws of the State, making it obligatory for all towns in the Commonwealth that have five hundred families or householders, to maintain a High School ten months in a year exclusive of vacations; if we would bring to the young people of this town the advantage of extending their education in the higher branches of literature—many of whom would be unable to accomplish the object abroad; if we would hold out high and noble motives for the very best class of citizens to locate in our midst, and thus maintaining the purest elements of society as well as augmenting the valuation of property; if we would advance with the rapid strides of the age of improvement; if we would maintain a high relative position for general intelligence, refined taste, and literary attainments, we cannot as faithful citizens, as benefactors to the rising generation and true patrons to education, longer withhold our influence, or the requisite means to put into successful operation an institution of this kind.

To extend to the youth of this town, without distinction, who may be qualified, the privilege of increasing their education in those higher branches of literature that will fit them for the college, for the profession of teaching, for mercantile business and other responsible posts of honor and trust, on the same free principle as instruction is obtained in our common schools, is certainly an object worthy the attention of all.

School Committee.—L. Fay, D. Davis, G. Rice.

AUBURN.

In closing the report, the Committee wish to speak of two things in particular, which they think of importance in relation to all our schools.

The first is writing. Too little attention, it is believed, is paid to writing in the common schools. Perhaps the Committee have occasion to acknowledge themselves in fault for not having been more strenuous on the subject; but they have frequently spoken of the importance of it, and recommended increased attention to it. And they call the subject up now, that all in common may be reminded of its importance. Certainly when we consider how large a proportion of the scholars in our schools are likely never to have much opportunity to learn to write,

except what they find in the district school, it is of the highest importance that it should be there attended to efficiently and thoroughly.

The other thing the Committee regard as important to be mentioned, is reading. Comparatively, there is very little really good, finished reading, in any of our schools. It is, for the most part, at fault, not only as to freedom and ease and accuracy, in calling the words in the second and third class readers, but scholars in the first class, and who are clear as to faults of this kind, are yet very faulty in some other things. To say nothing of propriety and force of emphasis, inflection and modulation, many are lamentably at fault as to distinctness of articulation and clearness of enunciation. Their syllabication is defective, and they need to be drilled in the exercise of exploding the elementary vowel and consonant sounds.

The imperfection, too general, of the home and family speech, which in a great measure causes the difficulty, is a serious embarrassment in the way of correction and improvement; but committees and teachers must urge and insist, till the child, becoming correct and firm in good pronunciation, shall carry it home, and by his example cause it to prevail even there. Good writing and good reading both are a great ornament of character, and as well a great means of usefulness and enjoyment.

Chairman.—L. Ives Hoadly.

BARRE.

Among the older scholars in various schools, by the adoption of a new plan much interest was created in the study of orthography. The plan was this: The teacher required them all to spell for the head. No notice was given by him of a mistake when first made. Another word was put out as though none had been missed. If the next observed the mistake, and corrected it, he went up; if not, it passed on, and the one who spelt the word correctly took his place above all who missed it. By this means the ambitious were on the look-out, and the careless great boys we have seen shamed to blushing, by a pert little miss, rectifying their mistakes, and going up in triumph to the head of her class, seeming to say, "now get above me, if you can."

BERLIN.

Whilst we have much to commend in most of our teachers for the past year, we do feel very often, that the calling—a profession it is rather—suffers very much by incompetent applicants for the high office. Mere

book-learning in such a degree as to pass an examination, though an essential, is but an item in the qualities of a good teacher. Nor will we now dwell upon the next requisite, ability to govern. A teacher should have tact, skill and genius. This perpetual see-saw operation of written questions and formal answers, reading so many pages, and spelling so many words, is but the semblance of teaching. Life, change, variety, should invest every exercise. The teacher should enter into every lesson as if it were a new thing, and that all he has in mind must be imparted to the minds of his pupils. For what do we accept six hours' teaching as a day's work? The most radical reformers never ask for less than ten. Is it expected he will spend his other hours in preparation? Very well then he should come prepared, full of every subject which is to come before the school, and know no rest nor inaction till he has imparted what is in his own mind to the school. Or, is he supposed to be always prepared? Let it be thus. Then we demand that he shall do ten hours work in six. He ought so to do if he is paid for a day's labor. He can afford to leave the school-room exhausted and fatigued; and instead of tramping over the district and town to evening or midnight parties, let him go home and refresh his body with food and sleep, and his mind with some inspiring study or reading, and be prepared for the next day's labor according to his agreement.

School teaching is one of the great arts. The profession has advanced since our own days of experience in this department. But too many come forward for the place with none of the present spirit of the profession. We sometimes wish we could take a teacher out of the slow jogging drudgery of his dull hours, to some of our shoe shops to learn how to work; to see what tact and skill can do in making a man efficient. Our manufactories, machine shops, looms and spindles are a living rebuke to many who present themselves as masters and instructors of the human mind. And often there is more interest to beholders, and more *felt* interest in the operators in such establishments than appears in the school-room. These things ought not so to be in our schools. But they will be, so long as the employment of teachers depends, first, on somebody in the district who has a son or daughter, cousin or friend, whom he would like to have keep the school, and secondly, upon a prudential committee who only concerns himself to bring *somebody* before the superintending committee for examination, and thirdly, upon this committee just as they *must have* somebody for the school, and when a host of friends and relations, with the prudential committee will be greatly disappointed and perhaps offended if the person offered is not approved.

School Committee.—Wm. A. Houghton, E. Hartshorn.

BOLTON.

With one or two suggestions, made with all brevity, your Committee must hasten to relieve your patience. In view of the experience of this town, for some time back, showing that it is every year becoming more and more difficult for incompetency to succeed, showing that the standard of expectation is slowly, though surely, advancing; in view of a larger experience, indicating that schools are making progress generally, as well as locally; we do not see how any person, no matter how good soever his or her scholarship, can assume the management of a school of any grade, without feeling in duty bound to make considerable *special preparation*. To our view, the failing to make such special preparation is an act of temerity, even of recklessness, indicating a want of forethought and of proper feeling which, in itself alone, must operate largely to disqualify a candidate for his or her proposed work. Is it not, in a sort, to "profanely dare" where "angels fear to tread?" Is it not evincive of an unscrupulousness like that of a celebrated oculist, who, on being asked in what way he had acquired his skill in removing the disease called cataract, frankly owned that he had "spoilt a hatful of eyes," in order to obtain the requisite practice and dexterity? Who shall say what quantity of mental and spiritual eyes have been ruined, or if not ruined, irreparably injured, in the bungling attempts of one and another novice in learning the trade of removing the films of ignorance?

Every body must begin with inexperience, we know; every body is liable to mistakes, even after the fullest, the most extensive experience; but if there be any way of obviating that inexperience, in large measure; any way of finding out beforehand what are the more usual and grave errors into which a novice in teaching is liable to fall; if there be instructions, coming from the thoughtful wisdom of many, showing how particular difficulties may be overcome, and how certain studies may be most pleasantly and profitably pursued; then we say, that the candidate who, in his carelessness, or clutching after the mere hire, will ignore all this, and pass it heedlessly by, as if it did not exist,—is unfit to teach, is morally, if not mentally incapable, and if his condition could be known, ought not to be allowed to teach. But what committee, in the little time usually given them for this purpose, can find out all about a candidate; can ascertain all his attainments, elicit all his views, and probe all his feelings and sentiments; or, on the other hand, detect all the jockeying methods of artful concealment, on the one part, and of false coloring on the other, by which he may be endeavoring to pass himself off for what he is not? How much, necessarily, must be left to

individual responsibility? How much must depend on individual conscience? But we pass to other considerations. We place what else we have to say in its most condensed form—that of questions.

Are there not better ways of supplying the schools with teachers than those we have employed heretofore? Are there not ways which, in the long run, will operate with more certainty,—which will give to the schools teachers more completely prepared in all respects,—which will make the schools more uniformly excellent? Are not questions such as these worthy of the most serious consideration of the town?

School Committee.—Richard S. Edes, Roswell Barrett, Caleb E. Nourse.

BROOKFIELD.

We have often remarked in pretty good teachers, inaccuracies in what are considered little things, though very important in school. If a teacher frequently violates the rules of good speaking, in conversation with his pupils, he will teach grammar very imperfectly. If he is not well studied in the principles of numbers, he will be liable to error in his teaching arithmetic. The true instructor teaches from his own mind more than from the text-book. He has not only been through the books given him to teach from, but he has digested their contents. He is then prepared to present clear, distinct ideas to his pupils, if he has that facility for imparting his thoughts that every teacher should cultivate and possess. Why do some who seem to be well informed, fail when they attempt to communicate any thing to others? May it not be because they have not definite ideas of what they think they know? Their knowledge is in a chaotic state: there is matter enough, but light is needed.

Light comes by reflecting on the facts they have learned. We hold that when a teacher has an idea clearly formed in his mind, he may find some way to convey it to another person. Our language is confused and indefinite, because our thoughts are, and *vice versa*. Hence the persons of the greatest minds are the ones best understood when they speak to a popular assembly. He that can perfectly comprehend a subject, may impart his ideas in the simplest language.

We are happy to see that the late Secretary of the "Board of Education" has spoken so ably in his last Report, of the qualifications of teachers. We will quote a few sentences from him, and hope every teacher and parent will read all that he says. Speaking of the work of instruction, he says :—

"By such means as the nature of the subject requires, all indistinctness and uncertainty must, if possible, be removed.

"The teacher should not only believe, but know, that his pupils understand clearly all the simple ideas which form the subject of their school exercises. In nothing is the teacher more frequently or more egregiously mistaken than in this. There is no other safe rule for the teacher to follow on this point, than to take nothing for granted; and to call in question the accuracy of the pupil's knowledge, till it is incontestibly proved."

Of the moral qualifications of teachers, he says: "none ought to be selected for this responsible office but persons of moral earnestness, who themselves attach much importance to morals, and who give satisfactory evidence of it by the labor they bestow upon their own moral improvement."

Of government, among other things, he makes these excellent remarks: "that arbitrary procedure which makes one feel the terror of authority, without feeling the force of moral obligation, often produces a deleterious effect by creating a keen sense of injustice.

"The great danger of the teacher is that he will not take the pains to inquire into all the moral elements involved in a case of discipline. His summary procedure is like that of a physician who should administer a remedy at random without having time to ascertain the nature of the disease." Teachers fail in government "because they have not studied the subject."

Enough has been said, and better than we can say it, to give all inexperienced teachers a thorough knowledge of their duties, if they will read and consider. But if any one is unfitted by temperament or temper, to govern and teach, though well educated, let him wait a while before he enters a school-house to take the charge of a school.

Those succeed the best as teachers, who enter heartily into the interests of their pupils, so that a few days connection with a school creates an electric chain of sympathy between them and all, even the smallest children of the school.

DANA.

The parents deserve a word of commendation as really and justly as their children. They have evidently endeavored to aid their children by helping them to and from school, by allowing them time at home for study, and, what is equally important, by visiting the school-room to witness their standing and progress. The worth of this last practice has probably never been overrated. Let the parent enter the school-room to look after his child, and his improvement there, and if any thing

will infuse into him an ambition to do well, that act will do it. There will be a strong desire and purpose in the child's mind in such circumstances to acquit himself or herself to the honor of the teacher and of the parent. There is a consciousness of high satisfaction when the lessons are well committed and promptly recited, and a sense of shame when failures are frequent. The process, then, or at least a part of it, by which an immense advantage may be secured to the rising generation, rises distinctly to your view. That parent, who would see his child cultivating his mind properly, must exhibit as decided a concern for him in this respect, as he does to clothe and feed his body. Is not this reasonable? For who can expect the nobler, the imperishable part of our nature to be suitably nurtured and developed with any inferior kind of care and labor? Hence, it is with no common pleasure that we report the large, the unusual attendance at the closing examinations of five of the schools in town. Never, within the last twelve years, have such scenes greeted the hearts of your Committee, as they have seen the past winter. In some districts they have met at the final examination a large proportion of the parents, and this may well be regarded as a high commendation of our schools. Being under a good regimen, and well taught, they have been attractive to the parents, while if they had been loose, irregular, and badly taught, they would have been nearly forsaken by the people, for they would, in that case, have borne a repulsive character. We have attained something in advance of former years, and it would now be sad to fall again below the point of improvement at which our schools stand at this moment. We should proceed forward from the present mark, instead of receding from it.

School Committee.—John Keep, D. T. Vining, Geo. W. Green.

DUDLEY.

No man or woman, in our humble opinion, is to be respected more than he or she who engages heart and hand and soul in giving proper direction to the minds of our youth. Such an one will endeavor to prepare himself for the business, and when he enters upon it, it will be with a sincere desire to aid and properly direct those morals and bodies committed to his trust. The pecuniary recompense with the true teacher will be a thing of secondary importance. But such teachers are not so numerous as we could wish. We are living now in the golden age, when money, with very many, is the *prime* object.

But still we have some good teachers, who, for the time being, devote themselves diligently and judiciously to their work. Such teachers have

our thanks, and they deserve the thanks of every parent in the community. "May their tribe increase!"

It is not every good man or woman that can teach a good school. A knowledge of our elementary school-books is not all that the business requires. A proper teacher should have a natural love of children. He should feel as if the children under his care were his own. He should love his employment. He should have some judgment with regard to the natural ability of each scholar, and not give to the dwarfed or undeveloped mind the strong man's task. He should know something of the burden which each can bear, without injury to health of body or mind.

He should have a faculty to govern by teaching, and not depend upon the rod or the rule for his order. And fortunate are those parents and children who find the teacher in whom these qualities are combined.

The child is an undeveloped man or woman, and the mind is to be built up by proper mental exercise and instruction, as the body is to be formed and strengthened by proper nutriment.

Hence, it is necessary that our teachers have some knowledge of human nature, as well as of books. And here is where the *young* teacher often fails. He has never read the first page in our mental organization, and looks upon the child not as one with himself, possessing in his nature the same elements and desires, but rather as a being belonging to some other order or species of animals. And he would as soon think of bringing his mind into a close affinity with that of a baboon as of a child. Such an one cannot succeed well in a school, and had better find other employment for which he is better adapted.

School Committee.—Joseph Barber, Ira F. Jacobs.

FITCHBURG.

Another means by which to elevate and give character to our schools is, to bring to the work of teaching, those only, who are pre-eminently qualified for their important duties. And although we can speak in terms of commendation of all the teachers who have given instruction in our schools during the past year, still there may have been errors, against which we should guard in the future. We may safely say that there should be more attention given to the selection of candidates for the responsible office of teacher; while too much care cannot be taken by those who are elected to engage the services of teachers, they should bear in mind that intellectual qualifications are not the only requisites necessary in candidates to be presented for examination. We can but

admire the spirit of the law, which says, it is "the duty of the president, professors and tutors of the university at Cambridge, and of the several colleges, and all preceptors and teachers of academies, and all other instructors of youth, to exert their best endeavors to impress on the minds of children and youth committed to their care and instruction, the principles of piety, justice, and a sacred regard to truth, love to their country, humanity, and universal benevolence, sobriety, industry and frugality, chastity, moderation and temperance, and those other virtues which are the ornament of human society, and the basis upon which a republican constitution is founded." Here we learn by the letter and spirit of the law of our State, that a teacher has interests to guard which are more sacred than those of intellectual attainments. And to find those suited to the great work is no trifling labor. While it should be our desire to obtain the services of those who are qualified, in unison with the spirit of the law, let us also seek for those who intend to enter the list of teachers, not for one term or for one year, but those who desire to become permanent in the profession. In one word, we want those only who come to us fully prepared to enter upon their duties with a will, and a desire to do the labor confided to them, in a faithful and thorough manner.

GARDNER.

Your Committee believe, that in order to advance the condition of our schools to a higher standard of excellence, there is an imperative demand for efficient teachers. What are the best means to secure this end, so much to be desired? The prudential committees, generally, of the several districts, have manifested a laudable interest in the welfare of the schools, and have endeavored to procure well qualified teachers. But we believe the duty of selecting teachers should be left where the statute leaves it—in the hands of the school committee. You wish to know why? We will briefly state our reasons. The agent of the district whose duty it now is to procure teachers, brings the candidate before the committee for examination. The questions are propounded, and every one is answered by the candidate. The requisite testimonials of character are produced—has a good reputation; has attended Normal Schools, Teachers' Institutes—in short, has spared no pains in preparation for teaching; and, as a matter of course, should be approbated—some will say. So the agent, perhaps, may say, who has been to much trouble and expense in his efforts to procure a teacher. But, notwithstanding all these essential qualifications of the candidate, there are others absolutely essential for a good teacher, the absence of which the Committee have not failed to notice. They perceive a marked deficiency

of judgment, and of that decision of mind, and firmness of purpose, which are the crowning characteristics of an efficient teacher. If, after such an examination as this, the candidate is rejected, we apprehend there are hundreds who would pronounce it an usurpation of power uncalled for, unwise and unjust. Now this is not a case of rare occurrence. Truly, here is an embarrassing position of a committee. And the reason is, we believe, simply because the candidate (if he teaches at all) must go into that school for which the agent engaged him; whereas, if the duty to procure teachers for all the schools was left in the hands of the committee, they might consider a candidate brought before them under such circumstances, adapted to some other school in town than that for which he was engaged by the agent. If to reject a candidate be a disagreeable duty to perform, would it not be a principle founded upon justice and right to place the power of selection, as well as rejection, in the same hands? For a single year the town has tried the system which we advocate, and which was urged with much ability by your former committee. But, at the last March meeting, by an almost unanimous vote, that step, which was evidently progressive, was retraced. Now we would suggest—can such great reforms in our school system be perfected in a single year? We hope that the future experience of the town may constrain it to try this experiment again.

GRAFTON.

Your common schools would receive a quickening stimulus from a well-established High School in this village. It is a good thing for us all to look up higher; to see some honorable position to win; some new field to explore. It would stir a noble ambition in the breasts of our children, to feel that they need wait no moment after they are fitted to enter a High School, and enter upon advanced studies. To be a member of the High School, would urge on many a girl and boy who has no hope now beyond the common school; for their parents may not be able to send them away to enjoy higher advantages than the common school affords. A town like this, which is a city set on a hill outwardly, and cannot be hid, ought to have within itself the means of affording an education free of expense to all, sufficient for entrance into our colleges. No man can calculate the effects which such a school would have, in a few years, on the culture and refinement, and every thing beautiful and good in the minds and hearts of the rising generation. There would be new thought, new morals, new and nobler ends in life; and the general tone of society would be higher. Besides, such a school would commend your town to strangers. When families propose to make a change in

their place of residence, they often seek what they call desirable places. Grafton, in very many respects, is a desirable place; there are few more pleasant or more healthful places. We are near three large cities. There is no better agricultural town in the Commonwealth; the society is good; but our educational advantages are not so good. We have good common schools, but these are all. Think, my fellow-citizens, what a first class High School would do for us. Would not families seeking a residence be attracted to this place, more than to any in the vicinity, if we had such an institution? As an individual, I would say, if I had a family of sons and daughters to educate, I should be much more likely to go to some place where they could be educated and remain at home, than to one like this, destitute of such means. It would be so with most of you, and it is so with others. Such an institution would half pay for itself in a few years, in increasing the taxable property in the town. We commend the subject to your consideration.

School Committee.—Farrington McIntire, Thomas W. Brown, Preston G. Willard.

HARVARD.

The Committee wish to ask the attention of the people of Harvard to the improvement of their common school instruction in the matter of reading. And to a more important subject connected with our school system their attention could not be called.

A classical education is the name for the highest form of education known. And this classical education consists mainly in reading and criticising certain great works of Grecian and Roman authors. Homer's Iliad is one of these works. It is a tale or story written in verse. A student in college reads it, in connection with the other scholars of his class, in a similar way to that with which our scholars read in our common schools. The story is full of incident and interest. The reader becomes familiar with it because he likes it. He, of course, talks it over with his fellows and with his teacher. Together they criticise its beauties and defects. They commit its lines to memory. They judge whether such and such characters are natural, whether such and such incidents are in accordance with what they know of life, whether such and such scenes are painted by Homer with truthfulness. In criticisms like these are laid the foundations of a knowledge of rhetoric, of mental philosophy and of art. And when the student, who has thus read, goes out into the world, he is ready for some of the highest mental and social exercises of life.

Almost as high a kind of education might be had in our schools by a

single change in one of our studies. Of course, we cannot introduce the study of Greek and Latin for any such purpose. But the English language has its own classics, almost, if not quite equal, for the purposes of instruction, to the Iliad of Homer or the Odes of Horace. Scott's poems are as interesting and as instructive as the Greek poem already named. They are works with which every highly educated American is expected to be acquainted. And they are particularly fitted to fascinate the young. They are already introduced as a reading book into the High School at Cambridge, and into one of the great schools at Lancaster. Our scholars have an abundance of time in a term of eight or ten weeks to read several of these poems through. And our scholars who now read in the first class are amply advanced to understand and enjoy these splendid works. In Wrentham, the plays of Shakspeare are used as a reading book; a fact which strengthens our argument very much. For Shakspeare is a much more difficult author than Scott.

The other side of our argument is, that the First Class Readers used in our schools are entirely uninteresting to the scholars who read in them. They learn absolutely nothing from them except the mechanical power of reading. They do not learn to enjoy the beauties of language, nor artistic, nor natural beauty. They do not learn what they will wish to talk about in years to come. If any one needs conviction of these truths let him take a copy of our First Class Reader, and see how much he can enjoy or learn in reading it through, page after page. Still, this suggestion contains one absurdity. No man could read it through.

We trust that the town will expect of its Committee, before another winter, an introduction of Scott's Poems into our schools as the reading book for the first class. It may be well enough here to recommend that only such an edition of these poems should be used as has many notes.

School Committee.—H. B. Pearson, Noah Warner, John B. Willard.

HUBBARDSTON.

If the Committee may make a few suggestions for the attention of teachers that may hereafter be employed, we would say, that in some schools it is desirable that the younger scholars be more thoroughly taught the marks of punctuation, and their meaning; also, the Roman letters as standing for numbers, and the most common abbreviations, as they are usually found in the spelling-book. The tables need also to be more thoroughly familiarized, not merely the multiplication table, but tables of money, weights and measures. It is often a great inconvenience to advanced scholars, that they have not a familiar mastery over these

seemingly little things. The early neglect of them is, in many cases, never remedied. We think, also, that the larger as well as the smaller scholars, should pay more attention to spelling. With all the progress of the present age in other studies, it is doubtful whether, in regard to correct spelling, this age has any superiority whatever over the former. It is no commendation to many of our larger scholars, to make an exhibition of themselves in this department of a common education. The rules of orthography may be committed to memory with advantage; the writing of words proposed by the teacher, may be an excellent practice; the spelling of words selected at random from reading lessons, may also be well; but the actual study of solid columns of words, as they are arranged and classified in spelling-books, and the rivalry of spelling in classes, though an old practice, is, notwithstanding, a very excellent one. We are fully of the opinion also, that teachers, in almost all cases, should pay more attention to the pronunciation of words. They should have an enlightened judgment in relation to the relative claims of Webster and Worcester, in reference to those words in which these distinguished authors differ. They should be careful to correct the provincialisms which prevail in our midst, and those mistakes also, which may be merely personal or extremely limited, but which, if they remain uncorrected, may be serious blemishes in an otherwise good education. There is, perhaps, no one of the common branches of education in our schools that is so much neglected as that of reading. Very little is taught in them, in relation to the elementary sounds of letters, very little in regard to the accent, whether primary, secondary, or poetical; very little in regard to the emphasis of either words or sentences. And in reference to the inflections that should be observed in reading, in regard to the modulations of the voice generally, in regard to the points of characteristic difference between prose and poetry, in regard to reading naturally, entering into the meaning and spirit of the author, it may be said that almost nothing is taught in our common schools. The result is, that there are but very few good readers in them. Excellence in this most useful and ornamental accomplishment is not attained; unless, in after years by means of reading clubs and special instruction and exertion, the bad habits of school-days are corrected, and the attainment of it secured under great disadvantage. Almost every adult, more properly perhaps it may be said, every person in the community labors under some difficulty arising from the want of instruction, or from erroneous instruction in reading. Not merely that words are mispronounced, or sentences misread, through ignorance or carelessness, but because, on account of bad habits contracted, the organs find it almost or quite impossible to give the true expression.

Teachers need themselves to be more thoroughly qualified in this

branch, and then they will value it more highly, and be more confident and successful in teaching it to their scholars.

The Committee are not prepared to say that more attention should be paid to what may be called the higher branches, taught in our district schools. There are a few scholars, and but a few, who can pursue them to any great extent without experiencing a positive injury in regard to the elementary branches. But we would say that the teachers should be well acquainted with such more advanced studies, as well as with the general principles and higher excellences of all the elementary branches. They will not then be satisfied with the ordinary progress made by scholars, but they will be disposed and prepared to urge them on to the very highest attainments.

Within the past year the Rev. Mr. Pope, who was employed by the State for the purpose, delivered in this town a very instructive and useful lecture on education, pointing out particularly many of the advantages that result from uniting together small districts, and so grading the classes that a larger amount of instruction, in a given time, may be communicated. We are aware of the objections and difficulties that arise when any thing of this nature is proposed to be done here. But it is a matter for earnest reflection, whether the two central districts may not be advantageously united together, so far at least that a good school for larger scholars may be sustained, while there is no sacrifice of the interests of the smaller ones, or of the property that belongs to the districts. Some who have thought upon this matter have supposed that there might be a convenient union for purposes of a better education, so that all of district number one and all of districts number eleven, number twelve, and most in number two, might be accommodated. We would also suggest whether, with or without such union of districts, it would not be well to make special appropriations for the support of some such school of a high order, to be kept during the year for the benefit of the larger scholars in town. Such a plan is adopted, we are informed, in some towns that are not obliged by law to sustain a High School. If any other course is deemed best for the accomplishment of the object, the Committee have no preferences to gratify. Might not the matter be submitted, as the least thing that should be done, to a committee of inquiry, who shall report upon the same.

It is most plainly true that the wants of our larger scholars are not provided for in the means of education furnished by the town. The result is, that a few of them whose parents are sufficiently wealthy are sent abroad to mature their education, while others equally competent submit as well as they can to a more unfortunate allotment. They advance as far as practicable with the aid and stimulus of the district school, and then they lament the necessity that limits them to the ordi-

nary qualifications. They can go no further. The privileges of Normal Schools are beyond their reach. Other facilities in other places, and they are great and numerous in this day of progress, are too expensive for them ever to hope to enjoy. Their own town disregards their wants in its school provisions, though individuals pay enough every year, in sending a few scholars away to school, to provide a good High School permanently for all the larger scholars in town. They see that they are themselves eclipsed by their more favored companions, and in their expectations of becoming teachers, they are superseded by their inferiors in capacity; they yield to the necessity of their condition, and abandoning all literary pursuits, they aspire no longer to the higher spheres of activity and usefulness which they are capable of filling. Their powers and their attainments are comparatively lost to the public, and we may be assured that the loss is great.

There are many of this class in town; some known to the Committee, more, perhaps, unknown to them. They are our best scholars of both sexes, of most promising character as well as talent. Your Committee know something of their anxieties and their despondency too. They cannot well speak for themselves. Their retiring modesty is an element of their superiority. Their parents hesitate to speak for them, lest it should be deemed a matter of selfishness with them. Your Committee, therefore, would urge their claims upon the attention of the town; and we would earnestly suggest, with all due deference to the judgment and opinions of our fellow-citizens, that a High School should be established and sustained in this place, for the public benefit, with the least possible delay.

In a village so pleasant and inviting in its appearance as ours, so peaceful and friendly in the character of its population, so central in relation to the town, so retired from the large marts of business and from the great thoroughfares of travel, in the central part of the State that surpasses all others in literary advancement, surrounded by towns that are making most laudable efforts in behalf of education, we might suppose that a High School could and would be sustained. If to these things there be added the consideration that the population of the town is unusually homogeneous, and without flattery it may be said that they place a high value upon a good education, and if there be many strongly hoping and expecting too, that in some way such a school will soon be established here, it would seem that the time had come when the town would be justified in taking action in reference to so desirable an object.

LUNENBURG.

Reading.—Much time and labor are required to make a good reader. Elementary knowledge of the language, comprehension of the author's meaning, the use of such accent and emphasis and such inflections of voice as are suited to express the sense of the composition, are items essential to good reading. A proper degree of loudness, a clear utterance, a variety of tone suited to the ideas expressed, combined in a manner expressive of the author's feelings, are high attainments—without which qualities, none can excel in reading.

Spelling.—Correct spelling is what every scholar should aim at. Lessons in spelling, either in the book especially designed for the purpose, or dictionary—sometimes in both—also in every reading exercise, embracing all the more difficult words, should be recited daily; and such a method should be adopted by the teacher as will excite ambition in the scholar and tend to secure correctness in recitations.

Writing.—This branch of education has not received that attention which it deserves; consequently the number of good writers in our public schools is far less than should be. Ability to write in a correct and legible manner, is a necessary and important acquisition. Elegant penmanship is a highly valuable accomplishment. The best method of teaching chirography is believed to be by the use of ruled writing books, having engraved copies on each page. The style of writing called the "round hand," is to be preferred.

Geography.—Two methods are devised in teaching geography. One method recommended, is to commence by giving the name of the town where the school is taught; giving the name of its mountains, lakes and rivers; general inclination; soil and productions, manufactures, &c.; from thence, passing to the county, state and country, giving descriptions of mountains, lakes and rivers as they pass; thence to other countries, until the whole globe is surveyed. The other, the reverse of this:—by commencing at first by describing the shape of the earth as to its physical forms and features; its division into land and water, proportional quantity of each; describing its mountain and river systems, contour and relief; division of land into continents, countries, and so on to states, counties and towns. The Committee are of opinion, that it is immaterial whether the young scholar commences with a knowledge of his father's farm, giving its extent and boundaries, general form, &c., and gradually extending to the whole globe; or whether he begins with a knowledge of the shape and motions of our earth, and thence continues to divide and subdivide until he finds the class to which that farm belongs. We would have them pass over the subject of physical

geography, which subject has not yet received much attention in our schools—thoroughly and systematically; giving the causes of all physical changes and appearances where it is possible for them to do so; often giving descriptions of mountain and river systems. We would have them also take up the political divisions of the earth's surface, and invariably study by "topics," always giving the physical geography of a country first. Map-drawing, in connection with a knowledge of outline maps, we consider to be of great importance.

Another loss is made by the too frequent change of teachers. Where a teacher has been successful and once become acquainted with the members of a school, their attainments, dispositions, habits, &c.; if he or she is worthy of having the charge of any school, will produce better results where such acquaintance has been formed, in nine weeks, than a stranger, other things being equal, will in twelve. Therefore we believe that if the prudential committee consider this subject, they will make, to say the least, a saving by employing the same teachers for the summer schools.

We regret that we cannot say the same of all the teachers of the other sex; but the teachers that have had the charge of our schools in past winters who excel, are very few. In many cases we have employed that class who do not intend to make teaching their business even in the winter season; but take it up as a sort of "catch-penny work," that will enable them to find more congenial and lucrative employment. Teachers of this class seldom take much interest in their schools; find little time to better qualify themselves for their work, or "to keep up with the times." They find it easier to hear lessons recited from the book, than to teach their pupils "to think and act for themselves." An individual is not the best teacher who hears the longer recitations, or requires his pupils to commit to memory the greatest number of pages, but the one who does least, perhaps, in these respects, while he incites the pupil to do much for himself. Hence, the common school-room is not the place to finish an education, so much as to lay a foundation for future and higher attainments. It is the teacher's office not to see how much he can get into the heads of his pupils, as it is to see how much he can get out of them. "Drawing out is, in the end, the best way to put in."

Enough has been said to show that the teacher should awaken a certain degree of self-reliance; should throw the pupil upon his own resources, and make him know that he must train himself by his own efforts. They are generally best taught "who are self-taught,"—who lean least upon their teachers, and rely most upon themselves.

The State is at no small expense in furnishing means for better qualifications of teachers, who are yearly graduating from the Normal Schools;

this town has, within two or three years, had the services of only three teachers who have received instruction from these institutions;—perhaps that is our share; but when we have had individuals from these seminaries that have received that degree of training necessary to qualify them for the business of teaching, good, and we think, lasting results have been the effect.

Teachers' Institutes are also held each year in this neighborhood, where board is usually contributed, for the purpose of giving teachers an opportunity of receiving instruction from the most accomplished teachers in our country. Although an institute was held in one of our neighboring towns previous to the opening of the winter schools, only *one* of our teachers availed themselves of the opportunity of attending it; we think any teacher, however experienced, however skilled in teaching, can derive advantage from such instruction. Improvements in the art of teaching are yearly improving; therefore no teacher should be satisfied with past attainments, however great.

MENDON.

Moral Character of Teachers.—The law requires that the teacher employed in the public schools shall have not only a good moral character, but shall be able to teach those placed under his care the principles of sound morality, both by precept and example. He should not only possess the requisite scholarship, but a moral character above suspicion; so that parents can say to their children, look at your teacher; listen to his instruction, and copy his examples. The teacher should possess a gentlemanlike deportment, agreeable manners, an amiable disposition, a kind heart, and decision of character. He should not only be stainless in the moral purity of his life, but should, by daily example and precept, teach the youth those great principles of public and private virtue and morality which are common to all religious sects. There is not generally enough effort made to secure correctness of conduct and correctness of feeling in the children by those to whom we intrust the teaching of the young. No teacher who omits this moral culture, does all his duty. To teach children to be good, kind and affectionate; to be courteous and correct in their deportment to each other;—to instruct them in the principles of justice, truth and honesty; to obey their parents, the law of the land, and the law of God; to reverence his name and authority, and to abstain from all evil; in a word, to teach them to love God with all their heart, and their neighbor as themselves, is not sectarian.

MILLBURY.

The Committee have not yet been able to make a satisfactory classification of the scholars and studies in our various schools. They realize both the difficulty and necessity of it. It will be difficult to make a proper classification and to maintain it, so long as we have frequent changes in teachers, and so long as parents do not see the necessity and the utility of it. Where there is but one school in a district, all classes and ages must be admitted into it. Here the teacher must have many classes, and consequently has too short a time to drill each one properly in the first rudiments of learning. There is a serious difficulty, also, in carrying out the principle of classification in our villages, owing to the irregularity of the pupils and the frequent changes in the population. And yet the necessity is obvious. High schools and colleges, and higher seminaries of learning are conducted on this principle. What could our State and National legislatures do towards a correct and deliberate despatch of business, if the multitudinous topics which come before them were not classified and assigned to their appropriate departments and committees? The scholar should understand every step he takes in knowledge. Having made a certain advance, he should keep it, and go on in connection with those whose progress is founded on thoroughness and diligent application. But it often happens that pupils of very unequal capacity are found in the same class, and many waste most precious time in going over and over, term after term, what they should have completely mastered long before. The same teachers and scholars should go on together, and each pupil in the class should have a perfect knowledge of every lesson, and should make reviews as often as necessary to retain what is gone over. Promotion from one class to another, from one school to another, should be based solely on mental fitness for it. If a pupil cannot maintain his standing in his class, he should enter a class in which he can do it.

A proper classification of our schools, and the securing of proper literary instruction, are not the only, nor the chief ends to be sought. The virtues and morals of our children are first, and constantly to be watched over. Here, especially, is the co-operation of parents demanded. They should feel the same anxiety for the moral character of their children that they do for their physical perfection and safety. What sickening horror pervades the heart of a parent at the sight of a deformed or mangled child. And yet a child may lie or swear, be indolent, or impudent to his superiors, and be otherwise morally deformed, while the parent is wholly ignorant of it, or apologizes for it, falsely persuading himself that his child has a good excuse in the temptations by which he

is surrounded, and that his misdemeanors are magnified by those who are intent on searching for the faults of others, while they thus hope to conceal their own, or those of their children. With what intense anxiety does the parent, who has a son or daughter at sea, read the marine journal, hoping to find some tidings of his darling child; and when the news comes of the safe arrival of the vessel in which he sailed, how speedily he flies to the harbor to receive the one, who, by the perils he has encountered and escaped, is the more tenderly endeared to him. On what sea more perilous than the moral sea of life, can a child embark? And where, if not here, should a parent's keenest anxiety be felt, and his most strenuous efforts be put forth, lest his child be ruined by vice, or lost in the sea of moral pollution? It is plainly the duty, and within the power of the parent, to follow his child to the school-room, and there witness for himself the application and conduct of his child, and satisfy himself that he is making progress in the right direction. He should also know the character of his child's associates, and the influences to which he is subjected; and if he finds his associates immoral, debased and corrupting, no apology, not even the plea of want of authority, will excuse him, if he neglect heartily and promptly to unite with others in earnest endeavors to condemn youthful immoralities, to discountenance all misconduct, and to use all proper means for reforming the young from their vices.

However deficient in moral character the youth in our schools may be found, a class, larger or smaller, is every year leaving these schools to enter into the active duties of life; while others from childhood are more than making their numbers good. Hence the necessity for vigilance and wisdom in watching and defending the interests of the rising community. Our schools are not a subject of importance for one year, or one generation only; they are for each successive year, for each successive child that comes among us. And we are bound to maintain and improve our schools, not only for those now in them, but for those who will hereafter be in them; to confer our blessings on the present, and to transfer them to the future. By faithfully performing our present duties, we are doing all we can to lay foundations for others to build upon.

MILFORD.

In consequence of the opening of the High School, a considerable number of the youth became qualified to teach, and many more apply than can be employed. Of the twenty-nine different teachers employed the past year, all save six were inhabitants of Milford, at the time of their first having been engaged to teach in town. It is thought that the average wages paid teachers here is thus made considerably lower than

in towns in general, in this Commonwealth. The teachers often board at home, and thus are ready to contract for less price. So in this way, to some extent, are you indirectly remunerated for establishing a good High School in town — you educate nearly all your own teachers. Again, if the schools were not graded, and the gradation plan carried out by your Committee, strictly, it would require a large increase in the number of teachers. One teacher can do more for one hundred pupils, properly graded, advance them faster in their various studies, than for fifty ungraded.

At the commencement of each quarter in the three graded schools in town, the Committee have required applicants, not only to be recommended by their former teachers, but they have submitted them to a careful personal examination. Some parents, and some scholars, have taken offence at this, and have accused your Committee of partiality and favoritism. But to that charge they plead "not guilty," and stand on their integrity. The Grammar School, and the Intermediate, since the abolition of the districts, are regarded by the Committee as schools for the whole town,—one inhabitant having as good a right to send as another. And in order to secure them for the benefit of the children, who are really residents of the town, your Committee have found it necessary to adopt the following rule, to wit: "None shall be considered legal claimants to attend the graded schools, above the primary, or be admitted thereto, whose parents or guardians are not actually residents or inhabitants of the town." Were it not for this rule you would be overrun with children who are *bona fide* inhabitants of other towns, and more teachers and more houses would be necessary very soon.

NORTHBOROUGH.

We do believe that great benefit would accrue to our schools by the introduction of the study of physical geography, if not as a substitute for the geographies now used, yet at least as a separate department for the higher classes. Several books on this science have recently been prepared for the use of schools, from which a selection could easily be made, and we respectfully commend the subject to the attention of our successors in office. In the opinion of the board, it would be well for the more advanced pupils in our schools to give a portion of that time that is now taken up with the study of grammar and arithmetic, to the study of this beautiful and attractive science.

Chairman.—Joseph Allen.

PAXTON.

In closing this report, we allude to one subject more. Among the influences that form the character of our children, we are persuaded that there is one which has not been generally estimated according to its real importance,—we mean, the cultivation of pure and appropriate language. This, we believe, has more to do with chaste thought and an elevated standard of morals, than many people imagine. He who never admits an improper word into his language, but "bridles his tongue" in all his intercourse with his fellow-men, will be presumed to be guided by a higher standard of morals, than he who allows himself to use any degrading language. Mankind will insensibly assimilate their own character to their modes of expression; so that, if their thoughts, and feelings, and principles are brought into frequent contact with degrading language, these will, in time, be themselves degraded. It follows, therefore, that it is no unimportant part of the proper education of our children, to guard well their daily language, and watch and caution them, especially when they are associated together in their attendance at the public schools. An improper word, if it be not the immediate offspring of an improper thought, can scarcely fall upon the ear of others without exciting one. A careless word is a dangerous thing among young minds, for its influence for evil is liable to outlive a generation.

School Committee.—William Phipps, Jno. N. Murdock, Thos. A. Prouty.

PHILLIPSTON.

The first acquisition in obtaining an education should be, the art of reading well. Our schools generally are far behind the age in this department, and our teachers do not seem fully aware of their duty in regard to this defect. Our scholars are permitted to read too much, without sufficient effort being made to read well. If a pupil reads fluently and miscalls but few words, he passes for a reader. But it is as absurd to style the arbitrary pronouncing of words, reading, as it is to speak the names of the different notes upon a musical staff, and call it singing. A child's tones of voice may be wholly at war with the spirit of the article he is attempting to read; or emphasis, if used at all, may be wholly misapplied. No scholar should be permitted to read a single sentence in his class until it has been thoroughly studied, and its meaning fully understood. Then it should be read and re-read, if necessary, until by proper tones and emphasis its very ideas are made plainly and boldly evident.

A proper course with a child, in its first attempts at reading, is of the highest importance. By a wrong method at first, bad habits are acquired and confirmed that often continue a lifetime.

In some of our schools we find children permitted to read for weeks and even months, in a manner which, if practised in ordinary conversation, would subject the innocent victim to the charge of idiocy or insanity. It requires much skill and patience upon the part of the teacher, and an earnest effort by the pupil, to arrive at complete success in reading. We earnestly hope this subject will receive that share of attention from our citizens generally, which its importance demands.

School Committee.—Pliny N. Ward, Edward Powers, J. E. Hager.

SHREWSBURY.

It seems proper that in this report some reference should be made to the Teachers' Institute, held for the first time in this town, during the second week of October last. The session of the Institute commenced on Monday morning, October 8th, and closed on the evening of Friday, October 12th. During the week there were in attendance upon the exercises of the Institute from seventy to eighty teachers. A large number of our own citizens also availed themselves of its privileges, and were highly interested and gratified with the various and important topics considered, and the attractive manner in which instruction respecting them was communicated by the accomplished and efficient gentlemen who had the Institute in charge.

We may add, in respect to the Teachers' Institutes, that they are held in the spring and autumn of each year, in different parts of the State, under the direction of the Secretary of the Board of Education, assisted by a corps of talented and experienced instructors. Their design is to inspire the teachers of our common schools with a deeper interest in their work, with a higher sense of the importance and responsibility of their calling, and to impart to them a knowledge of the more correct, thorough and successful modes of instruction, by which they may interest and improve the minds of their pupils. Many useful and important suggestions are here made, and the new impulse, which at these intellectual gatherings the mind of a teacher must receive, cannot but tend to his more thorough qualification for the service of instruction. We hope that any young ladies or gentlemen in our town, who may think of preparing themselves for teaching, will not fail to take advantage of the privileges and benefits afforded by the Teachers' Institutes, so freely provided by the enlightened liberality of the State.

School Committee.—N. W. Williams, William Gordon, Joel B. Fay.

STERLING.

In order to raise the standard of our schools, the best of teachers should be provided. This is a principle of common life. The farmer, who wishes to have his work well done, secures the best of help. The mechanic who has a nice piece of work to be performed, does not employ a novice, but "a workman that needeth not to be ashamed." So with our schools. If they are important, if they are worth preserving, if they are intimately connected with the vital interests of every community, then we must place in these centres of influence, the best talent and the "richest experience" which our resources can secure. "As is the teacher, so is the school." A poor teacher has invariably a poor school, while a good teacher will raise even a poor school to a respectable standing. Scholars can see no regions of thought beyond those which are opened before them by their instructor. They follow as they are led, in their first stages of mental culture. And if those to whom they are intrusted have no high, inspiring thoughts; if they are incapable of creating enthusiasm in the pursuit of knowledge; if they cannot lead the mind into new fields of thought, and awaken among their pupils the feeling and determination *to be something*, such teachers may go through the mere routine of the school-room, but they will only impress upon the minds of the scholars that learning is a drudgery, and if it is to be obtained, in this uninteresting manner, the less we have of it the better.

There are other teachers, who, instead of looking to the ultimate good of the scholars, confine their efforts too much to the present, shaping their instruction to the boy, without even a hint that they are for the man also. It would be well for such to remember: just "as the twig is bent, the tree 's inclined."

Then there are others who know enough, but are deficient as to the best method of keeping school. They govern by tact, or manage the school by seeming to have a government, when in fact there is none. They make a show at the closing examination by putting leading questions, so that the dull scholar may appear bright. But of what real advantage is this? A child will never learn to walk if he always depends upon his crutches. So a scholar will never learn to think or be independent, if before he gives his opinion he must see the answer in the eye of the teacher, or be anticipated in his answer by a question which obviously implies what the answer must be.

But, on the other hand, those teachers who will advance our schools the most, are those who are courteous and affable in their manners, firm in their government, laboring for the real improvement of their pupils, and not to make a show; apt to teach, possessed of a good moral charac-

ter, and of a mind sufficiently cultivated and fertile to suggest those illustrations and devise that method which will interest as well as instruct, and which will enliven the dull page, and perhaps the duller intellect.

A few teachers of this class of mind and heart would soon raise the standard of our schools, so that there would be a vast amount more of "value received" for the money expended. We have some such teachers, and as far as possible, they should be retained. We are sorry to lose even one of them.

School Committee.—William Miller, Samuel Osgood, Nelson M. Lee, Jonathan Davis, W. A. P. Willard.

TEMPLETON.

Diversity of Studies.—The Committee are decidedly of opinion that in numerous instances the pupils are permitted to engage in too many studies at the same time. We are confident that greater progress would be made, and vastly more thoroughness acquired, if fewer branches were taken up, and more time spent in study upon each one. If two, or at most three, new studies were taken up at one time, pursued diligently, and thoroughly mastered before another was attempted, we think the pupils would be much more benefited than in dabbling in many things, and becoming thorough in nothing.

UPTON.

Having thus briefly alluded to each school, the inquiry naturally arises, Why has not the standard of our schools advanced, and what can be done for their improvement? In answer to the first inquiry, we would say, first the want of good male teachers. Young men entering upon the active scenes of life are generally influenced in the selection of their pursuits by one of three objects. Some choose that employment which they believe will lay the foundation for future wealth and luxury, others that which they believe affords the most direct passport to ease and indulgence, and still others are influenced in their aims in life by a desire for honor and fame. The first and last are objects attainable only by long and close application—desires which, possessing no virtues in themselves, yet modified and restrained so as to form the trunk from which branch out the symmetrical, the energetic, the effective character. Now to a young man actuated by high aspirations and hopes, and possessing decision and energy of character, indispensable requisites to success in

teaching, what inducements are there in the vocation of a country school teacher?

It is a well known fact that a young man of fair capacity, with sufficient knowledge to add up a column of figures correctly, can go into a counting-room and get higher wages by the year than our school teachers receive, who only get employment two or three months in the year. The result, as might be expected, is that the candidates for teaching are greatly diminishing, and those only are left who are not deemed of sufficient capacity to discharge the duties of more lucrative employments. Look at our own town; eight years since we had a surplus of male teachers, some three or four having to seek employment in other towns; the past year, but one young man has attempted to teach, who belongs to our town. Therefore, in consequence of the scarcity of good male teachers, and the generally good success of our female teachers, the Committee have become more fully convinced that it is a matter of policy, especially in the smaller districts, to employ the first class female teachers in their winter schools. And it is also our opinion that the larger schools, when the services of a male teacher are required, should have those of known and tried ability, even though it be at a considerable increase of wages.

School Committee.—V. Taft, E. W. Wood, H. D. Johnson.

WEBSTER.

Your Committee deem the establishment of the High School an event in the educational history of this town too important to be overlooked or mistaken. The inquiry arises in the mind of every citizen interested in the welfare of the town, "Is the High School a public benefit, and are the advantages to be derived from it commensurate with the expense of its maintenance?" An answer may certainly be expected from your Committee. We reply, that in our opinion, it is a great public benefit, and that its continuance will develop all that its most sanguine friends may hope from it. We had not in town previous to its establishment, any school, either public or private, of a higher grade than the district school. Our town was a dependency in that respect, paying tribute to its neighbors, for the education of our children, and for teachers in our common schools. It is true, we reside in the midst of a powerful manufacturing community, and our situation, in many other respects, is most fortunate, yet all these things could afford but little cause for self-congratulation, when answering the home question, "Where are your High Schools?"

Your High School will educate a large class of adults, who either had not the inclination or the means to obtain an education elsewhere. Educated, and their value as citizens can scarcely be overestimated. But reared in ignorance, no matter for what reason, and whatever is most valuable in mankind is stifled, or rendered unseemly.

Scores, who regarded the town as destitute of schools of a higher grade, and who resided elsewhere to educate their children, will now find that it offers inducements second to no town in the county.

Its influence over our common schools too, must not be lost sight of. The pupils in the High School, intimately associating with those in the district schools, are sure to infuse their love of study, their ambition and their courtesy, into the minds of their companions.

Nor is the influence of a child desirous of obtaining knowledge, and eager in its pursuit, wholly lost upon parents and friends. It animates all, and all insensibly grow interested. Teachers are assisted in their arduous and pains-taking employments. The school-room gradually ceases to be, as it often is, a place of torment to instructors, and a theatre where rebellious pupils, influenced by vindictive or misguided parents, play off their rogueries and spleen upon an innocent and worthy teacher.

One other important consequent to a vigorous and successful maintenance of the High School, your Committee beg leave to submit:—It will cause to be educated in our midst teachers of our children, who, being educated in a measure at home, will more thoroughly understand our wants, and hence be better prepared to meet them.

School Committee.—Newton Tourtellot, F. D. Brown.

WESTMINSTER.

Another fault, common among parents, is a disposition to urge children along too rapidly in their studies. Eager to have them in the same classes with advanced scholars, they manage as if they thought the only requisite to good scholarship was a particular book, and a place in a particular class. The result is, they learn nothing thoroughly—but little any way—and have no foundation on which to build. Their course, intellectually, is very much like that of an individual who should attempt to climb a mountain of sand; at times a little progress seems to be made, but the foundation is only sand, and the foot-hold sooner or later gives way, and he finds himself as far back as when he commenced his ascent. Wisdom would dictate that the matter as to what a scholar should study, be left to the teacher. They are sufficiently inclined to urge them along, but less so than some anxious parents.

School Committee.—Clinton Warner, D. M. Allen, A. G. Williams.

WORCESTER.

Primary Schools.—This class not only embraces the largest number of pupils, showing a constant attendance of nearly twenty-two hundred children, but is in other respects a source of just pride to the city. With less of literary labor and mature attainment than is found in the higher grades, we have yet to learn that they are less useful in their unpretending sphere. They are not to be measured by the same rules of progress, but it is altogether probable that no subsequent period in the whole course at school is so fraught with decisive elements, or so influential upon character.

Moral instruction probably receives more prominence in this grade of schools than in any other. Simple explanation of the precepts of the Sacred Scriptures, with a direct enforcement of them upon the conscience and susceptibilities of the pupils, is a part of the stated exercises in most of these schools. The Bible is prescribed, indeed, as a text-book in all the schools; and is used in them all, at least in the daily devotional exercises. The Committee directed attention to this subject anew, by a special vote passed early in the year. And we have reason to believe that every school in the city, of the higher grades as well as the lower, makes such daily use of the Holy Scriptures as cannot fail to exert a refining and purifying influence upon the minds of all the pupils.

Upon the whole, your Committee regard the Primary Schools with great satisfaction. Still they would make a suggestion or two looking towards their improvement.

They should not be brought under too strict a regimen. The children in them are of a very tender age, some of them scarcely graduated from the cradle and the nursery, and they cannot bear the close confinement in crowded rooms, to which in some of the schools they are subjected. In hot summer afternoons two hours at school would be better for them than three. At all seasons they should have a recess of some sort at least every hour. If their going out of doors will disturb other schools, let it be a marching and singing recess, in which for ten minutes every child shall give full play to the limbs and lungs, and the air of the school-room meanwhile be changed by ventilation.

It would be well if every pupil were provided with a small desk. They require some place to lean upon. They are not well able to sit an hour upright in a straight chair. It is not so soft as their mother's arm. We have frequently seen them asleep in a warm day, or in an over-heated school-room, when we felt as if the little pets were really abused, as they bent like wilted flowers upon their stalks. They require, besides,

a desk upon which their slate may lie when they are marking and drawing.

We think an important improvement might be introduced into our Primary Schools by dividing and grading them in all cases where there are two or three rooms occupied by them in the same building. Every thing that can be said in favor of a better classification in schools of a more advanced character is equally applicable to these. Wherever two schools of this grade are kept in the same edifice, as is the case in Summer Street, Main Street, Pleasant Street, Sycamore Street, Ash Street, and Pine Street, let all the alphabet scholars be gathered into one of the rooms, and those who can read and spell a little into the other. Let one contain those from four to six years of age, perhaps, and the other those from six to eight years old. Let there be a little arithmetic and geography in the higher division, but none in the lower, except learning to count and to distinguish the figures. In this case the lower department should be very maternal and gentle in all its arrangements; and very much of conversation, repeating of hymns and verses, song-singing, and other exercises should be introduced. The teacher of the higher department would be relieved from the care of alphabet teaching, and the time thus saved would be of far more account to the remaining scholars than if she had also to teach in *a b c*. In short, such a division of labor would be introduced as would greatly aid the teachers of the schools; for they would each instruct a class twice as large, and have double the time in which to do it. Of course the work would be much better done.

Respecting the Classical and English High School as a whole, we cannot refrain from congratulating our fellow-citizens upon its present and prospective prosperity. With teachers so able and acceptable in all its departments, it cannot fail to expand in dimensions to the full limit of its accommodations. Whosoever of our citizens may wish his children to acquire the best early training, either in the classics or in English studies, that the land affords, has only to patronize his own school, and educate his sons and daughters under his own eye, and amid the favoring influences of home.

The average attendance at the High School the first term was one hundred, the year before one hundred and four; second term sixty-five, the year before sixty-four; third term seventy-five, the year before sixty-five. The oral examination, together with the rhetorical exercises, occupied the time of two days. The written examination had been previously completed. Both were very satisfactory. The results of the latter will be found in the Appendix.

One prominent want of this school deserves a passing mention. A classical library is very much needed in it. In the Boston Latin School

the alumni of the institution have furnished such a library by voluntary contribution. Who will make a beginning for the Worcester High School? It tends greatly to accuracy of scholarship that pupils should have access to all possible sources of information, in addition to the text-books which they use.

HAMPSHIRE COUNTY.

BELCHERTOWN.

On assuming the labors of the past year, your Committee endeavored to carry into operation the plans of the previous year, in order to prevent the destructive influence of the mere superficial instruction of the youthful mind, an evil which is too prominent in many of our schools; and also to introduce such plans of instruction as would efficiently train the young mind to habits of close application and thorough investigation of the principles of the various subjects of learning brought before it. And we are pleased to know that in many of our schools the change for the better has been decided, while in some others the improvement has not been apparent, owing to the incapacity of the teacher for the importan position he has assumed. Much depends on the ability and hearty co-operation of teachers. Four weeks' service of an able teacher are of more value than a long school with a teacher of doubtful ability. And we wish earnestly to call the attention of the town to the selection of good and faithful teachers, such as will devote themselves to the work of thorough instruction, and also maintain correct habits and good deportment in themselves, and inculcate the same in their pupils. If a teacher is successful in his vocation, he will gain, to a large extent, the confidence and affection of the youth committed to his care, who will naturally imbibe his general characteristics and behavior. This truth has been most signally verified in town during the past year. All parents feel a deep and lively interest in the welfare of their children. Hence the great importance of placing them under the best and safest instruction in every particular, so as to promote their usefulness, respectability and happiness. On the whole, we are happy to believe that our scholars are decidedly in advance of scholars of similar age in former

years. We have many youth in town of much promise, who exhibit fine samples of superior attainment in thorough scholarship, for pupils of their age.

School Committee.—David Allen, Samuel Allen, S. W. E. Goddard.

HADLEY.

Another thing essential to the highest success of our schools, is the wise co-operation of parents and friends. We have had occasion to intimate that a teacher is sometimes embarrassed or frustrated in his efforts by the unwise interference of parents and others. A teacher is fallible. He may make serious mistakes. He may punish too severely, or manage otherwise injudiciously. In such a case it may be well to deal with him, but it should be done with great coolness and consideration. There is a right course to take in such matters, and there is a wrong one.

In common cases, when the teacher is, or is supposed to be out of the way, the parent owes it to himself and his child, and the teacher likewise, to see him, and talk the matter over calmly and kindly, and so satisfy himself of the truth in the case; and if wrong has been done, to get it righted. We believe that parents are too much inclined to stand aloof from the teacher of their children, to listen to their complaints, and never give the teacher a chance to set himself right in their minds. If the case is, to appearance, an extreme one, the step to be taken is, to invoke the aid of the committee. Let the case be laid fairly before them. Let them hear it fully, and then act as calm wisdom shall seem to dictate. It must be a strong case indeed, that would warrant the removal of a teacher; and while he remains, the good of all demands that all should help sustain his authority. There is great hazard and wrong in encouraging children in insubordination to a teacher. It does mischief not merely for the time being,—the seed is sown whose baneful fruits may appear long after. The parent should understand that in taking his child's part against his teacher, he may be teaching him with most fatal success, to dishonor himself; he may feel, in his own bitter experience, when it is too late to apply a remedy, the sad effects of his indiscreet and mistaken kindness. Others than parents should know that by the course here reprehended, they are doing something, much, it may be, to educate youth into insubordination to wholesome authority in all the relations of life.

In drawing to a close, we would remind our fellow-citizens, that a copy of the Annual Report of the Secretary of the Board of Education belongs to each school district, and we would earnestly recommend that it be circulated and carefully read by all, and earnestly pondered. The

Report of the last year, just received, written by the accomplished retiring Secretary, Dr. Sears, is a document of singular ability and interest, and abounds with thoughts of great value, clothed in diction of classic purity and beauty. The other matter in the Report is likewise highly important and suggestive. We bespeak for it a wide and careful perusal.

School Committee.—Rowland Ayres, W. H. Beaman, F. Bonney.

MIDDLEFIELD.

Another thing, which in the opinion of your Committee, should be taken into consideration, is the great number of studies which are brought into our schools. It would seem at first thought, that the small number of scholars in our schools was a good reason why we might have any number of different studies without doing injury to any; but a little reflection will, we think, convince any one, that here lies an error. It has been urged upon teachers, year after year, to give the elementary branches more attention; but the answer is, "I don't have time;" and then, perhaps, they will go on and enumerate their recitations, which, in some cases, run up to what would seem an incredible number. In one instance, the present winter, a teacher informed us that he had in his school forty-two separate exercises; making, besides the time spent in writing and governing, about eight and one-half minutes to each one, which we all know is not enough. They have so many studies, that they really have no time to give them any thing more than a passing notice, and so, as they are unwilling to neglect any, they divide their time among the whole, doing full justice to none. It is natural for teachers to wish to make as good an appearance as possible, and it is not an unheard of case for the advanced scholars to get more than an average share of the teacher's time and attention, though we can say that this is not always so. We do not wish to be understood that we do not value the higher branches which are taught in our common schools. We *do* value them, but not if they are to be gained at the expense of the lower ones. A great proportion of our children get the whole of their education in our common schools, and evidently the design of them is to give to our youth such a knowledge as will best fit them to do the common duties of life; and we say that they are not so fitted, unless they have a thorough knowledge of the elementary branches. If they are neglected *here*, they suffer a loss which is seldom made up to them. We would recommend that if the town feel willing to give our children any thing more than a common school education, that we have one or more

schools of a higher order for the benefit of the more advanced scholars, and then let the others be for the benefit of the rest.

School Committee.—Amos W. Cross, Ambrose Robbins, William L. Church.

SOUTH HADLEY.

From some cause a great number of our children have received an impulse in their education, which, as it is rich in present advantages, is full of promise for the future.

Your Committee believe that this new impulse is not difficult to be accounted for, but that it results in part from the fact that they have taken great pains to secure the very best teachers, and as far as possible, the services of the same teacher in the same school, summer and winter.

They have gone upon the principle that it is better to secure a teacher well known to be competent, even at higher wages, which such teachers can always command, than to run the risk of a total or even partial failure of the school with a teacher at less wages but unknown qualifications, believing that ten weeks school with a competent teacher, is worth more than twenty weeks under one who does not understand the business. They estimate the value of a school by its success, and not as some do by the number of weeks it has been kept.

Chairman.—E. T. Swift.

HAMPDEN COUNTY.

BLANDFORD.

In our superintendence of the schools we felt it a duty especially enjoined upon us to direct the attention of teachers to the fundamental branches, viz.: reading, spelling and writing, which all will be ready to admit are matters standing out first and foremost in our system of public instruction. At our first examination had, we submitted the question to the teachers, whether there was that importance attached in learning children how to read well, and spell correctly, that the subject really demanded. We have come to entertain the opinion of late, that these

more important branches have been neglected, to the great detriment of our children. Some of our instructors, and parents even, are very fond of passing the child on in a hurried manner, to the more advanced studies or sciences. It is entirely unnecessary for us here to go into any argument whatever, or labor to show that such a course, when pursued, can result in nothing else save a superficialness on the part of the scholar. The remark is very often made by some of our more elderly people, that the schools of the present day are not equal to those of thirty or forty years since. It is said that scholars were better trained in the particulars above mentioned. It is doubtless true, in some senses,—but then we must, or ought to remember, that in the schools of forty years since, the teacher had but little else to do save hear the scholars "read and spell." Perhaps there might have been a class or two who were "ciphering" in "Day Bald's" Arithmetic, and peradventure one or more individuals studying Woodbridge's Geography and Murray's Grammar. But let us ask how it is with the schools of the present day. A teacher is expected to hear twenty or thirty children recite from two to four times a day, in the various branches taught in the public schools. Where this is the case, much time is consumed in hearing the recitations, and as a matter of necessity, there cannot be that attention given to these first rudiments which is demanded. Now, as we already have observed, we did suggest and require of our teachers, especially those who had charge of the summer schools, to spend the greater proportion of their time in instructing our youth in the art of reading and spelling. We trust that our successors in office will see to it, and be particular that due weight and importance are attached to this subject on the part of those persons who may teach in our public schools for the year to come.

CHICOPEE.

The Committee further suggest to the districts, not merely on the ground of economy, but of efficiency, the desirableness of employing, as far as possible, well qualified female teachers, both for summer and winter terms. They know of no position in any of the schools of the town, except as principals of the two High Schools, which would not in their decided judgment be occupied quite as efficiently by female as male teachers. In the matter of government, experience and observation alike accord full equality and generally decided superiority to female teachers. As to their thorough ability and aptness to teach, there can be but one opinion.

School Committee.—E. B. Clark, R. K. Bellamy.

LONGMEADOW.

In order that children may love to attend school, the school-room should be rendered as pleasant and attractive as circumstances will permit. In the matter of seats and desks, our schools are now, in general, well supplied, and have, during the past year, exhibited commendable neatness; but in this and that school-room your Committee have observed a sad want of something to illustrate the studies pursued, and enliven the surrounding walls. Children as well as adults, learn as much through the eye as the ear; and though in fitting for a future life we all are enjoined to "walk by faith, and *not by sight*," for the present we are dependent in no small degree, upon these visual orbs, "the windows of the soul." Teachers have invariably been aided in their arduous work by whatever means have been kindly provided to bring the subject of study before the eyes of their pupils. The younger classes, in particular, are as much more fond of a study that is illustrated in the manner referred to, as they are of a book with pictorial illustrations.

In the study of geography this want of our schools has been attempted to be met by globes and outline maps, especially the latter, which we are happy to say, are now possessed by every district school save one—as recommended by your Committee, though in no case ordered by them, at the expense of the town.

The High School, in district number one, is also furnished with a valuable set of philosophical charts and hemisphere maps of physical geography, (a new and highly important branch of study introduced during the year,) and we earnestly recommend that some means be devised by the district or town, for furnishing some additional apparatus to the High School in district number eight; for without it, good, scientific scholars can no more be manufactured there, than could Egyptian bricks of old be made "without straw."

In regard to the divisions of the school-year, your Committee would recommend a new arrangement, already adopted with success in a few instances, by which the several primary schools shall be taught during three separate terms—Spring, Fall and Winter—with as much uniformity as possible throughout the term. This change can, in most cases, be effected with no material increase of expense, especially where a competent female teacher can be employed throughout the year. It would be necessary to diminish slightly, the present length of the Winter term, and divide the old tedious Summer term, so as to give both teachers and scholars a good vacation at that season of the year most unfavorable for study. A similar arrangement, if possible, might well apply to the

High Schools; but at all events these should both have the benefit of a Fall as well as Winter term, to accomplish the end for which they were organized.

We hardly need exhort you, fellow-citizens, to sustain these latter institutions: for the liberal support and patronage already bestowed and the credit they must sooner or later reflect upon the town, as well as their immediate patrons, give assurance that your High Schools will not be hereafter abandoned by you to cold neglect. Do any object that they benefit more immediately the districts in which they are located? so do the churches, stores and post-offices; but such must be centrally located, or else one be established in each district, which is out of the question.

Let those parents who can afford it, send their children abroad occasionally, to well-endowed academies and other institutions of learning, such as each town is unable to sustain for itself; but let us, fellow-citizens, raise as high as possible the standard of popular education in our midst, so that those families who cannot afford to send their children out of town or to some select private school in town, may still, with comparatively little individual expense and inconvenience, secure for them the benefits of a superior education.

Finally, your Committee are proud to state, that in the appropriation of money for the education of each child in town between the ages of five and fifteen, Longmeadow has ranked during the past year, the *first town in the County;* and when another year shall have ended, may she still be found standing "*at the head of the class.*"

MONSON.

It is extremely gratifying to those members of your Board who have long watched, with anxious solicitude, the moving of the elements at work for the advancement of popular education, to be able to declare their conviction that in this town the standard has been elevated a number of degrees higher during the past year than in any single year in time past, since their first official acquaintance with the schools; and such representation can be no less gratifying to other members, whose introduction to them has been of later date. It has been a prominent desideratum with the Committee to elevate the standard of reading and spelling, and they are happy to state, that although no branch has deteriorated, but all have attained an advanced elevation, yet the improvement in these branches, especially the former, exceeds any other. The schools that have excelled in this branch, are in districts number one, two, four, six and twelve.

Throughout the schools there are now more good readers than at any former period. Your Committee have discovered a number of other encouraging features which promise much of future good to the schools.

To teachers the Committee deem a hint or two not out of place. At our visits to the schools we have noticed, in many instances, that too little regard is had to the position of scholars while engaged in their various exercises. There has been occasion to deplore the leaning, stooping posture, often allowed at the reading and spelling lessons, and at recitations. Such posture not only injures the health of the body, but stupefies the mind. It begets general indifference and lessens the volume of the voice. In all the exercises the body should be erect, the head on a line with the body; thus giving easy expansion to the chest, a clear, full voice, and an unclouded intellect. The hints given in the school books, on Physiology, should be made practical in the schools. The Committee also respectfully recommend to teachers more attention to the definition of words. Scholars ought to be taught to understand and define any and all words they use. Classes ought never to pass over a reading lesson or any other, without a knowledge of the meaning of all the terms.

PALMER.

Their first business was to adopt a set of rules and regulations for the guidance of teachers in the several schools. In addition to a register of attendance and deportment, they were required to keep a record of scholarship—an account of every lesson recited. The scholars, knowing this requirement, have generally put forth their best efforts to rank as high as possible upon the record. As a means of encouraging them, diplomas were furnished each teacher to award weekly to such pupils as had not during the week been absent or tardy, or deficient in any recitation; and to those who for four weeks during any one term strictly complied with these requirements, large and beautiful diplomas were awarded at the close of school by the Committee. The names of those who received the latter have been published in the newspaper of this town. The Committee have found that this method of encouraging scholars has worked admirably, and they have been pleased to witness the commendable spirit of emulation which has sprung up among them in their efforts to obtain these diplomas.

In districts number two, three and twelve, the schools are graded. Schools thus formed into divisions are better calculated to advance the education of children than those in which large and small scholars of various degrees of advancement are gathered. In schools out of the above named districts, where no division of scholars could be made, the

classes have been graded. It was found to be the custom in some schools for teachers to classify scholars according to their age and size, thus placing some in the first class who should have been in the second or third, and others in the latter classes when they should have been in the first. This evil has been remedied by requiring teachers to spend the first day of school in examining their pupils in the several studies they desired to pursue, and assigning them their proper classes. Scholars thus examined have not been put back to the beginning of their books at every term, as has been the custom from time immemorial in many schools, but have been allowed to commence where they left off at a previous term, when it was found that they were familiar with the lessons they had gone over. This putting pupils back every term to go over an already familiar and beaten path, is a discouraging practice, which the Committee believe to be a great hindrance to the advancement of scholars.

Your Committee have been particular to insist upon teachers explaining in as clear a manner as possible the lessons of their pupils. It has been found that an answer, as given in the book, is not always sufficient to convey a full understanding of the subject to the scholar, and that a teacher by some familiar illustration, can instruct his pupils far better than the book from which they recite. An attention to the elements of our language has been required of all scholars in the schools, and it has often been necessary for teachers to instruct pupils in the first class what they should have learned while in the second or third.

School Committee.—G. M. Fisk, F. Barker, E. B. Gates.

SPRINGFIELD.

Primary Schools.—Our whole educational system rests upon this class of schools, humble and uninteresting as they seem to many. There is no class of schools so dependent upon the personal character of the teacher, as the primary. It is believed that these schools, generally, are doing their appropriate work. Great progress in study is not to be expected. Constant drill is what is most required. Long continued application of mind ought not to be expected; nor should long confinement of body be tolerated, nor every expression of innocent joyousness, incident to early childhood, be harshly repressed. The maintenance of decent order and strict attention to the instruction of the teacher during short periods is all that can reasonably be desired.

The primary teacher requires for success peculiar qualifications. She must be fond of children, understand their nature, and be able to sympathize in their joys and troubles. Literary attainments will not com-

pensate for the want of these qualities. It is by no means unfrequent, that a teacher of great acquirements utterly fails in a Primary School. When, therefore, one is found well qualified for a primary teacher, it would seem best to give such a salary as will make her satisfied with her position, and quiet all desire for what, from an increase of pay, is regarded as promotion.

She must have love, fresh, warm, overflowing. Her cordial sympathy must find none too young, or too careless, or too rude, or too dirty, or too dull, for its embrace. There is a heart beating, warm with God's own life, beneath every little soiled frock, or ragged waistcoat; and if her heart does not go forth, strong and eager, to meet that younger one, then she has mistaken her vocation, and had better abandon it. A school-room without love, is a world without a sun. She should never show partiality, or have her favorites in children because they are more neatly dressed, or appear better than others, or to caress them in coming to and leaving school. This certainly has a most chilling and saddening influence upon children equally affectionate, and the teacher who allows this practice will sooner or later see her mistake.

It cannot be denied that there is room for great improvement in the Primary Schools; and many considerations present themselves in this connection which are not necessary to be mentioned at this time. But there is one point which demands to be noticed at all times when a word may be fitly spoken. We refer to *oral* teaching. It is found that many of our teachers do not appreciate the importance of this mode of imparting instruction. Certainly there is a deficiency in regard to it in our Primary Schools. The study of text-books is of course essential, because it strengthens the memory, and affords the youthful mind some primary facts of knowledge. But as the object of all education is to draw out and develop the understanding and the reflective powers, it is the duty of every teacher to explain and illustrate the subject of study in a simple and familiar manner. And this can be fitly done only by word of mouth, or by oral teaching.

An instructress competent to perform this duty thoroughly and well, is enabled to awaken the thinking faculties of her pupils, and if she is the possessor of a well-stored and refined mind, can add interest and pleasure to the usefulness of learning. We are confident that much more can be accomplished than at present, in our Primary Schools, by increased attention to this matter.

Intermediate Schools.—In this grade of schools one may reasonably expect to find more diligent application to study, more orderly demeanor, and some considerable knowledge of rudiments. It has always been observed with regret by the Committee, that pupils, encouraged by their parents, are in exceeding haste to leave these schools and enter the

Grammar Schools. It is a great mistake. It is vastly better to be well prepared, than to be able only just to squeeze in and struggle along, and at the same time drag down the school below its desired standard.

It has been the constant endeavor of the Committee to increase the efficiency and usefulness of these schools, and they believe their efforts have been rewarded by some degree of success. All of these schools seem now to be in a condition which warrants the expectation of steady progress hereafter, and which, perhaps, in another year will allow a more exacting examination of graduates who apply for admission into our Grammar Schools.

There are accommodations in the room appropriated to the High School for one hundred and twenty scholars, and yet there are constantly applications for admittance to the school of those who cannot obtain seats. To obviate this, it is absolutely necessary either to furnish more room for this school, or to raise the standard of admission so that it may not be overrunning as it has been for the past two or three years. The latter course has been adopted the past year as the only alternative. The public examination, with the usual rhetorical exercises, took place at the close of the spring term, and occupied two entire days. On the afternoon of the last day, the room was densely filled, indicating a degree of public interest which was as encouraging to those connected with the school department as it was agreeable and flattering to the pupils. In both the English and classical departments, the usual fidelity and accuracy of instruction has been manifested, and commendable progress has been made. With so large a number scholars it is impossible for the teachers to do justice to all the branches taught. The school was examined in all the studies pursued, and the Committee were unanimous in the opinion that the young ladies and gentlemen sustained themselves well. Very few mistakes were made; the answers were ready and intelligent. The several branches embraced in the course of study adopted here, are fully understood by the teachers, and presented to the pupils in the clearest and most comprehensive manner. Principles are largely dwelt upon, and well grounded in the minds of the scholars. This course of teaching is not the most rapid, nor the most showy, but is entirely satisfactory, and believed to be the only true system of instruction.

WEST SPRINGFIELD.

It is plain that whoever has to do with the education of the young, is in a position of great responsibility. We say *education* of the young, not *instruction*. There is a broad distinction between the ideas expressed by these words. *Instruction* is conveying to the mind of

another that which was not before known. It is the furnishing of the mind with ideas, information, truths. You cannot *instruct* one in a science, which he already knows. You can convey nothing to his mind in respect to that science, because he is already master of it.

Education, on the other hand, is a drawing out of the powers of an individual. It presupposes the existence of faculties that are to be called forth into life and activity. In its most comprehensive sense it embraces the whole man. It includes his bodily powers, as well as his mental and moral. It regards the individual as a *power* to be called forth, not a *receptacle* to be filled.

It is obvious, then, that whatever causes act upon the physical constitution,—whatever influences reach the mind and heart, and quicken the springs of thought and feeling there,—whatever tends to give character to the decision of the will, are aiding in the work of one's education. They are drawing him out into conscious activity; they are giving direction to his course in life, and they are determining his character and destiny.

Hence we see that there is no time in the life of a person, when this process of education is not going on. But the time when it is most rapid and important is the period of childhood and youth. It is then most rapid, because the charm of novelty attends every movement of the soul, and every exercise of the bodily powers. It is most important, as the tendencies which are then developed, the character then formed, are likely to prove lasting. The youth is the prophet of the man.

It is very manifest, that the school is not the only place where this educational process is going forward. In many respects it is not the most important. The *family* precedes, in the order of nature and of time, the school. Whatever training has been received by the child at home,—whatever habits have been formed there,—whatever good or evil has been called into action under the quickening influences of parental example and precept, are brought into the school. Still further,—the pupil while connected with the school, is not receiving impressions there only,—is not taking on his habits, and shaping his subsequent career only under the influences that there reach him. He is still connected with the family, and with the outward world of men and things; and thence come influences that mingle with those of the school, and help mould him.

These statements lay a foundation for a few not unimportant reflections.

They make apparent, in the first place, the dignity and responsibility of the teacher's calling. He is not simply to impart information to those under his care,—is not simply to see that the instruction in the text-

books is acquired. He is to do these things, but he is to do much more. He is to touch the springs of thought and feeling in them, is to watch over their physical well-being, is to try to mould them to the cherishing of all generous and virtuous sentiments, is to develop their tastes, and seek to guide aright the action of their moral and religious natures. He is to be an *instructor;* but he is much more to be an *educator*. He is to be an instructor, that he may be an educator.

But, in the next place, it is manifest that in this work he must have the co-operation of the parents if any good results are to be expected. It is possible for parents to neutralize, or greatly impair, the best efforts of the most judicious and competent teacher. It is in their power greatly to aid him in his work. So far as his efforts are wise and right, they should sustain them, and co-operate with him.

The influences outside of the school cannot be separated from those within it, when we come to take into account the causes that have made the youth what he is. The importance of the influence exerted by parents and guardians, can hardly be over-estimated. What right have parents, who have allowed their children to form at home habits of indolence, selfishness, neglect of study, and disobedience, to expect that they will be any thing but indolent, selfish, neglectful of their studies and disobedient, in the school?

Our object in these remarks is to make it apparent, that more than one class of influences are bearing upon the youth in our schools, and that in order to secure the best results of the school system, we not only must have good teachers, but parents, and all who have at heart the welfare of the young, must sympathize and labor with them.

We add, that a community who have a just conception of the nature and importance of the school as an educational institution, will endeavor to provide those means by which its success may be most signal and complete. As an education embraces the tastes as well as the intellect, care will be taken that the school-building and its surroundings be such as will not offend a just taste. The school-house should be one of the most pleasing objects in the town. It should be constructed with reference to the physical wants of those who are to occupy it; but it should also be made to minister to their sense of the beautiful, and should live in their recollections in after years as a centre of delightful associations. Its architecture should be chaste; it should have a beautiful location, and nature and art should be put under contribution to adorn its grounds. It is not enough to answer, that many of the children who will be gathered there have no such associations at home. The more these are wanting there, the greater is the need that they be found elsewhere.

Another thing which will not be overlooked in providing the means

to make the school most efficient as an educational institution, is the funds necessary to maintain it.

How much have a community a right to look for from their school system, if for nearly one-half of the year the children are away from the school, either at home, or in the streets?

It would now be an easy thing for this town to provide three terms in the year of at least twelve or fourteen weeks each, instead of two, as heretofore. And the Committee hope that provision will be made to effect this change.

WILBRAHAM.

Your Committee also notice with regret, the tendency in these latter days of scholars to press on to higher studies, before they have made themselves master of the lower ones. Reading and spelling are too much neglected in the haste to commence arithmetic, grammar and geography, and those, in their turn, are discarded after a very superficial acquaintance, in the zeal to be in higher society. It would also, without doubt, contribute greatly to the interest of our schools, if the parents and friends of the scholars would visit them more frequently, and especially if they would often examine the children at home on the studies they are pursuing at school. If proper faithfulness was manifested in this way, the long intervals between one school and another, might not cause the scholars to forget almost all they had learned, and so be obliged to spend a large portion of each term in regaining lost ground, but they would be able to start from the point they had before reached, and so be able to make greater advancement in their studies.

FRANKLIN COUNTY.

ASHFIELD.

There has been some improvement the past year in respect to blackboards, but there is still a deficiency. In district number twelve it is wholly inadequate to the wants and necessities of the school, and in fact is about as good as none at all, and we consider them of more importance to those commencing the study of mathematics than a slate

even. Therefore the schools should be supplied without delay, and we hope this district, as well as some others, will procure good and commodious ones.

Although the above picture may appear a dark one, we have the consolation to think that it is a view of the shady rather than the sunny side. For our object has been more to point out defects, than to extol the excellencies which we have found to exist. And though not so pleasant to dwell upon, we have done so, hoping by so doing that these defects may be at least partially avoided in the future, and that good may arise.

And while we have to record the partial failure of some two or three of our schools, we congratulate you on their success in general, and think that, considering the number of inexperienced teachers who were engaged, you were fortunate in the final success. We would not be understood to say that we think our schools are what they ought to be, neither do we think they can be under all the disheartening circumstances which now exist.

In the first place, there is quite too much of a disposition on the part of those who employ teachers, to hire those who can be obtained for the least money, and these are generally young and inexperienced in the art of teaching. And as is the case with other things, the art has to be learned before they can proceed in so skilful and workman-like a manner as can the old and disciplined teacher. Consequently, much valuable time is wasted, enough to far outweigh the difference in price. And when a teacher does well in a district, and gives entire satisfaction, she is frequently allowed to try her luck in another place, because perchance she may be deemed guilty of asking twenty-five cents too much, and the district run the risk of drawing a blank among the many who teach for the profit. Now this course appears to be wrong. If a teacher once employed in a school gives satisfaction, and proves to be a thorough and capable one, she should be retained, even if the wages are a little more than others of whose qualifications we know nothing, can be procured for.

A teacher having taught a school becomes acquainted with the dispositions, qualifications and abilities of the scholars, and is prepared to adapt herself to their condition and circumstances, and to proceed at once with the business of the school, which is impossible for a new one to do.

In order to bring about these results, it is necessary to exercise more care in the selection of the prudential committee. Rotation in office is too much the custom in our districts generally, without regard to qualifications; and in this way we often have those who care little about the prosperity of the school, and consider it a thankless task, and procure a

teacher that can be had for the least money, and least trouble to themselves.

Now if we have good men and true in our districts, who are faithful to the interests of the district, they should be chosen rather than the other class of which we have spoken, and if they will not perform these duties without compensation, then pay them, and the outlay will yield an hundred per cent.

School Committee.—Joshua Knowlton, Miss Lydia Hall, F. G. Howes, Alvan Perry.

CHARLEMONT.

Your Committee urge the attention of the town to an "Act establishing State Scholarships, approved April 27, 1853, chapter 193, to aid in educating and training young men for the office of principal teacher in the High Schools of the Commonwealth."

Also, to an "Act for aid to attendants on the State Normal Schools."

School Committee.—Ashmun H. Taylor, B. A. Farnsworth.

CONWAY.

In small schools the teachers do not see the need of classification, and their time is so divided in repeating the same things to different individuals, that much time that might be profitably devoted to aiding and impressing the instruction contained in the text-books, and in creating a lively interest by a variation of the exercises, must be wasted on a reiteration of the first letters, and the scholar must be satisfied with the merest outline, such as he can read in his hand-book.

No new channels can be opened; no new fountains awakened in his soul, but like a horse in the tread-mill, he may travel constantly in the harness, but makes no more progress that did the tired horse before him.

Our mode of employing teachers may have some influence in the case. A teacher is hired by the prudential committee, whose office, generally a thankless one, is retained but a single year; who has but a limited acquaintance with teachers, even if he have of teaching, and it is impossible that he should obtain, unless by accident, the teacher best adapted to the particular school in his charge; at least without the aid of the general committee, which I believe is seldom asked. The teacher is then presented to a member of the committee, at nine or ten o'clock on a Monday morning, by the careless cousin, for approbation. The

scholars in the meantime, are dancing Juba on the seats and desks, and creating a Bedlam in miniature. So no time is to be lost, no time is given to call together or consult the rest of the committee, and the candidate frequently squeezes in on the certificate of one.

This mode is the unfailing cause of another great evil—the frequent change of teachers. It is not the custom to employ a teacher the second term, and the most abundant success hardly warrants a teacher in applying a second time for the same school. This is wrong.

To be successful, a teacher must first know his pupils; not only their moral and intellectual, but their physical character and condition, and to form this acquaintanceship, time is necessary, and the whole course of a school-term is hardly sufficient. What folly, then, to dismiss every teacher as soon as he or she becomes available or profitable, and make your schools a sort of perpetual gymnasium for the breaking in of teachers.

We have noticed with regret in many of the schools a failure in the primary branches of education, as spelling, reading and grammar, and we think we see a reason for this, and perhaps also a reason for a change in this respect. Numerous new studies have lately been introduced, which by increasing the number of exercises, crowds into the back ground some, and affords less time for all; and while the proficiency in the elements of natural science is very respectable, we notice a growing neglect of the "old fashioned studies."

We do not, indeed, fear that too much will be known of these things, but wish it remembered that no amount of knowledge can atone for poor reading, writing and spelling.

In some of the schools a confinement to the letter of the text-book seems to be the rule, and not going beyond that even in the exercise of reading. It does not reach either the intellect or affections of the pupil, and he grows up ignorant of a thousand things he might have learned, and without the discipline such an exercise, properly conducted, is calculated to afford. It fails to develop and sustain that spirit of self-reliance, so necessary to follow up the hints of the lessons. The scholar is suffered to lean too much on the teacher, or the form of words he rehearses, and so prevents instead of induces any strong effort of mind, and hence weakens the power of self-education.

Though he may answer every question in "Greenleaf" or "Mitchell," he overlooks the sense. Though very expert at cracking the nut, the kernel escapes him.

Clerk.—FRANKLIN CHILDS.

DEERFIELD.

Again, another evil connected in part with the present mode of employing teachers, is the frequent change of teachers. This is more detrimental to the interests of the schools than many are willing to believe. In many districts it is customary to change teachers every school term. It matters not whether the teacher is good, indifferent, or positively bad—the change must take place. In this way a poor teacher sometimes succeeds a good one, and the school suffers damage.

There are other reasons why the office of teacher should acquire a greater degree of permanence. In the first place, a frequent change of teachers tends to superficiality of instruction. The teacher has a reputation to establish. He knows enough of human nature to conclude, that many persons form their estimate of a teacher's capacities and qualifications from the number of pages over which the pupil has gone, rather than from the thoroughness with which he has learned them. Hence, there is a strong temptation to push the pupil over subject after subject, before he has mastered the principles. He has advanced so rapidly that he has not been able to incorporate them with his mind, and make them a part of it. His knowledge is indefinite, and cannot be reduced to practice. It is a superstructure which has no solid foundation. One-fourth of what he has pretended to learn, perfectly mastered, would be worth more to him than twice as much more but imperfectly understood. There is a great deal of this superficial instruction, and it is time that the public knew it. Besides, a superficial way of learning things is an exceedingly bad habit for a young person to form. It will remain with him during life. In consequence of the superficial views which he takes of men, things and principles, he will be led into serious mistakes. He will be constantly embarrassed, and never prepared to meet the emergencies of life. This indefiniteness of teaching would be prevented, at least to some extent, if the same teacher, other things being equal, should be retained as long as possible.

In the second place, a frequent change of teachers causes a great loss of time. No teacher can instruct very efficiently until he has gained an insight into the characters and capacities of his pupils, and he cannot gain this insight in a day or in a week. He must have time for it, and until he has gained it, he must teach to great disadvantage. He does not know how to class his pupils, nor how much to expect, or how much to require from this or that individual, or to what branch this or that one should devote the most attention, or how to secure the greatest amount of study, or how to awaken a hearty and permanent interest in every mind, or how most readily to govern the school in accordance with

the different dispositions of the pupils. Considerable time must be spent in learning these things, and to some extent that is lost time. But a teacher, having once learned them, needs not to do it again. He can proceed, term after term, without any time lost in this way.

Again,—whenever a new teacher enters a school, he must ascertain what proficiency has been made by the several classes. Hence, many must go into a review of what they know well enough already, and several weeks are spent in reaching the point which they left the preceding term, and at which, under the same teacher, they would have been able to commence. Under this system, your Committee have known pupils to remain in geography from three to five years, and then never advancing more than two-thirds or three-fourths the way through. This was owing partly to superficiality of instruction, and partly to unnecessary reviews, both evils growing out of a frequent change of teachers.

Your Committee have, therefore, come to the conclusion, that on the whole, it would really be for the interests of the schools to leave the business of employing the teachers where the State law leaves it, unless the town, annually by vote supersedes the State law.

It was the design of the Committee to say a few words in reference to sending quite young children to school, but want of time prevented. They would simply add, that it is no advantage to send children under five years of age. It is a hindrance to the school, a damage to themselves, a drain upon the teacher's patience, time and effort lost.

School Committee.—David A. Strong, John F. Moors.

GREENFIELD.

Another difficulty in the way of improvement, is the strong tendency with some to increase the number of studies in our schools. Many parents seem desirous for the rapid advancement of their children in the higher branches, rather than thoroughness in the rudimental; thus rendering them superficial scholars. This is wrong, and should be corrected, for we regard thoroughness in the elements essential to a thorough scholar.

Another difficulty in the way of progress in our schools is the want of uniformity in books. Your Committee have endeavored to correct this evil, by making an effort to introduce a regular series. Something has been effected by this attempt, but it came far short of accomplishing its desired result. Some appear willing to make the change, others are bitterly opposed. Some schools have almost as many text-books as scholars. It is impossible for such a school to make much improvement.

And now, in conclusion, permit me to call upon you as fellow-citizens,

to cheerfully and liberally sustain and elevate our schools; for the choicest blessing, the richest legacy that you can bequeath to your children, is a good education directed by piety and virtue.

HAWLEY.

The loss that some of our districts frequently sustain in the employment of incompetent and unsuitable teachers for a term, cannot be estimated in dollars and cents. It retards the progress of scholars in the course of their studies, and is often the cause of their contracting habits of indolence that are not easily overcome. We hope that in future there will be a greater demand for the best teachers. It would be an omen of increased prosperity in our schools.

School Committee.—Wm. O. Bassett, J. W. Tobey.

MONROE.

There has not been a time within our previous knowledge, when the treasures of the Commonwealth and individual towns have been opened more freely for the benefit of education, than at the present period. Yet with all this the criminal list does not decrease, but the said list shows that not far from one to every hundred in our Commonwealth has been imprisoned the past year. Is there not something more which might be profitably taught in our schools? Ought not parents to instruct their children in the principles of truth, virtue, and integrity of character? These principles should ever be combined with common school education; and, as we believe, if these were firmly connected our prisons would be vacant; and there will be no great reform till these principles are so blended that it shall be deemed indispensable to every parent and master to instruct their children in them.

School Committee.—Asahel Gore, Hiram G. Phelps, Tyler C. Walcott.

NEW SALEM.

We have found in all our schools the past year, that nearly all our scholars have spent a considerable portion of each term in reviewing the lessons they had passed over in preceding terms; or, in other words, "hunting up what had been forgotten during the vacation." If from two to four weeks of the first part of each term be thus spent, and if

we allow one week at the close of the term for reviewing the lessons of the term, then with the present length of our schools, the scholar is learning or advancing in his studies only about four or five weeks of the term, or about nine or ten weeks during the year. This is not as it should be. We are not realizing the greatest amount of benefit from our schools; and we would offer a few thoughts which, if carried into effect, we think would do much towards remedying the evil to which we have alluded. First, a more general thoroughness of study. This in fact is the foundation of a good education. Many parents are anxious that their children should make rapid progress in study. Some teachers seem to measure their success by the ground they go over with their schools. But the real progress of a scholar, or a school, is never so slow as when passing rapidly and superficially over any branch of study. A scholar is never advancing so rapidly as when he goes thoroughly, learning fully and perfectly as far as he goes. Let parents demand and teachers require that no lesson in any study be passed over until it is fully and clearly understood by the scholar, and there would not be that necessity for commencing at the beginning of the book at the commencement of each succeeding term.

A greater interest by the parents, and their earnest and hearty co-operation with the teacher, would do much towards rendering our schools what they should be.

Whatever the competence and faithfulness of teachers may be, their success is in no small measure affected by the parents. They affect to no inconsiderable extent the interest which children feel in their studies, and in the school generally, their respect for the teacher, and their ready compliance with the rules and regulations which are adopted in the school. It is a very rare thing for teachers to find serious difficulty in maintaining proper order in the school, where they receive the countenance and co-operation of parents. It is not common that a pupil will be disobedient and unwilling to submit to the reasonable discipline of a school, who does not feel that he has the moral support of his parents in his course. But when a child has not been subject to wholesome discipline at home, and when the efforts of a teacher for his restraint and improvement are resisted by the influence of his parents, but little good effect can be expected. Let parents heartily co-operate with the teacher,—let them show by their frequent presence in the school-room that they feel a deep interest in the improvement of their children,—let the children be encouraged to study at home during the vacation, frequently reviewing the lessons they have learned while in school, thus retaining, rather than forgetting, what they had been over, and the effect will soon be manifest in the higher standard of attainments and greater efficiency of our schools.

NORTHFIELD.

We speak for the widow's son and daughter, for the children of the poor mechanic and farmer, for we need not trouble ourselves about the sons and daughters of the wealthy. There is no fear but they will have every needed opportunity that money can procure; but in this republican government, where "merit makes the man," its burdens and responsibilities are most frequently borne by the sons of the poor farmer and mechanic; and it should be the pride as well as duty of every parent to see that his child is well prepared, by a thorough common school education, to discharge, with credit to himself, any trust which his fellow-citizens may impose upon him, and exercise the same liberality towards our children that Buckland and other towns have done. We should add at least three hundred dollars to our present appropriation by the town; we go for economy in its whole length and breadth, and believe that it is the true policy of every town, in an economical point of view, to make liberal appropriations for their schools, thereby raising up around us a virtuous, intelligent and law-abiding community.

School Committee.—M. S. Mead, Henry S. Thacher, Charles Pomeroy.

ORANGE.

We would again recommend the introduction of "outline maps" and artificial globes, as being of great service to the pupils.

School Committee.—Joseph Hemphill, Henry D. Goddard.

ROWE.

Much has been done within the past few years, in various ways, to elevate the standard of our schools; but our school system will not have attained its highest end or object, till every district is furnished, within its own borders, with such means for intellectual improvement as shall supersede the necessity of High Schools or Academies, except for such scholars as shall desire to take a collegiate or theological course.

This would secure what we conceive to be the great and leading object of our "common school" system, viz.: equal privileges for all our children. As it is now, those who live near Academies or High Schools, can give their children a good education with but little expense or trouble; while those who live at a distance, and have small means, are

entirely deprived of these advantages, or enjoy them at an expense they cannot well afford. Some may suppose that that object is not attainable; that it would not be possible to make all our district schools equal to a good "High School." But we venture the assertion, that when this or any other town shall desire it and take the matter fairly in hand, it will be accomplished in the space of five years. Just give the money and influence, time, attention and trouble to the common school that are now given to other institutions of learning, and a very important step is taken towards such a result. Let each district furnish for itself a commodious house and suitable apparatus, and you have advanced another step in the same direction. Then let the town make such a liberal appropriation of means as will enable the several districts to secure the best teaching talent in the community; having done thus much, let the business of employing teachers be intrusted only to those who are qualified to select, and who feel a deep interest in the education of the rising generation; let the examination of teachers and supervision of schools be thorough and systematic, backed up by a manifest interest on the part of all the parents, and you have the most important elements for such a grade of schools as we have indicated. All this may not be accomplished immediately, but nothing short of this should be our end or aim; and to the accomplishment of this object should our efforts be steadily and perseveringly directed.

The highest interests of our children demand it; the wants of the times demand it; the increasing interest in the subject of education in other parts of the Commonwealth demand it.

And yet it will be something new under the sun if there are not those who will oppose even a gradual approach to so desirable an object.

Some would rejoice to see our schools arise to that high elevation; but then they say our taxes are already very high, and for the present we must be satisfied. Others, who perhaps have no children, and some who have, but who feel no special interest in the subject of education, will conclude that our schools are good enough already, and that it would be extravagance to increase the amount of appropriations for schools.

Your Committee are as much opposed to extravagant expenditures, whether in a public or private capacity, as any others can be; but the question is not one of extravagance, or of prudence; but whether it be not better to put a few extra dollars' worth of knowledge into our children's heads every year, rather than put it on their backs, into their pockets, or into the savings bank for their benefit.

Let a young man or young woman at twenty-one years of age have a thoroughly educated mind, a well developed and healthy body, with an unflinching integrity of character, and they come nearer to being inde-

pendent than any amount of gold could make them without these other qualifications.

School Committee.—J. S. Lincoln, E. D. Fish.

SHELBURNE.

Our duties for the year commenced with the examination of teachers for the summers schools. At this examination, and also at the examination of teachers for the winter schools, some of the candidates were absent, and a part at least of those who were present did not exhibit so good a knowledge of the branches taught in our common schools as good and thorough teachers ought to be able to do. And we go further, and repeat the statement made in our last annual report, that the standard of education amongst our teachers as a class, is not what it should be. But nevertheless, we approbated all who presented themselves as candidates, although we should say that some of them were lamentably deficient in some of the branches of a common English education; and we did it, thinking that if we refused to approbate the applicants of to-day, those of to-morrow might not present any better claims,—and thinking, also, that as in the cause of temperance, so in the cause of education, moral suasion would be a powerful as well as a popular instrumentality for promoting progress. We also bore in mind the fact that many of our most practical teachers are not the best book-scholars. And we further determined to employ moral suasion, and see if we could not improve the state of things in this respect somewhat by getting out to the examination all of the candidates for the different schools in town, and especially the older and more experienced teachers. But this we found it rather difficult to effect. For some of them seemed to look upon the examination, at least as far as they had any concern with it, as an idle and useless ceremony. Neither did they seem to have enough ambition to display what veterans in the cause of education knew of the branches they were in the habit of teaching, to make any effort to get to the town hall on examination-day; and some even who were there did not seem to be very ambitious of showing their more youthful associates what attainments they had made, and what attainments every teacher ought to make.

School Committee.—Samuel T. Field, Reuben Nims, Elisha B. Alvord.

WARWICK.

Your Committee, in all their visits to these schools, have sought to impress on the minds of scholars the importance of a thorough understanding of the elementary principles of every study. They have insisted on attention to the primary exercises of the spelling book, orthography, pronunciation and articulation, in connection with other studies, as *the* branches most needful for all, and essential to completeness in a finished education. They have endeavored to have all the branches taught and learned thoroughly and critically; to have all the scholars, in every study, proceed with steps so sure and certain as to know where they are and what they are about, and to be able to define the exact limits of their attainments. Such knowledge has worth. It is food for the mind, and is available in the business transactions of life. The great difficulty which lies in the way of successful improvement and advancement, consists in not mastering thoroughly the elements or first principles of study. When these are well understood, the scholar's progress is sure. But there is a prevailing disposition among scholars to skim over these elementary studies lightly, and to go over much ground imperfectly, rather than a little, well. They go to school, not to work hard, to think, to reason, to understand, but to be amused, to be pleased. When they find they are brought up to strict rules and methods, and hard work is required, "they do groan, being burdened;" and very likely the groan will be echoed at home. Now there must be a great change in the public mind upon this subject. Toil, perseverance, earnest thinking in regard to studies, and a severe discipline as to morals, manners, habits, must be prized, and insisted on, in every enlightened community.

There is an evident disposition manifested on the part of some candidates, to avoid entirely, if possible, any thing like a critical or rigid examination. Instead of coming forward at the time appointed for the purpose, they come, if they come at all, to one or the other of the Committee. privately, when his engagements may be such as to render it impossible for him to attend to it, or at least, to preclude all possibility of a critical examination. In this case, the Committee must either attempt a hasty examination, without the possibility of being able to ascertain the real qualifications of the candidate, or suffer the school to commence without the previous examination. In either case, it will afterwards be very difficult to withhold a certificate, even though the Committee should be convinced of the incompetency of the teacher. It is a painful task to remove a teacher from the school-room on the ground of incompetence. Besides, it is calculated to give great offence, and create division in the district. It is better, therefore, in all cases,

to ascertain the qualifications of candidates, beyond all question, before they are allowed to commence their schools. But here a difficult question arises: What are the qualifications of good school teachers? Besides those required by law, other qualifications are necessary. Aptness to teach, good judgment, a quick insight into the minds and feelings of scholars, and a resolute determination to have the rules of the school obeyed,—these are as necessary as learning and moral character; these are the qualifications which render teachers able and efficient, faithful and competent.

English grammar is not taught correctly and critically; and so of other studies. This is true of most of the teachers who come from other towns, and of some who reside here. In fact, it is in some of our schools, as it is in some of the "spirit circles,"—there is a great defect in spelling, in English grammar, and in obtaining correct answers; so that a more thorough and correct kind of teaching is very desirable.

WHATELY.

Both terms of the High School have been eminently successful, and have been attended by seventy-eight scholars in the whole, viz.: forty in the fall term, and thirty-eight in the winter. We hope the town will continue to sustain this school, as we have no doubt they will do. The Committee would like to remark at length, upon the advantages to be derived from the establishment of a High School, but we are constrained to think it is not necessary.

BERKSHIRE COUNTY.

CHESHIRE.

There are still radical defects existing, which should be exterminated. Too many of our teachers are actuated by a desire to drive forward the intellect of youth too rapidly, to cram the infant brain with a vast horde of undigested knowledge. Instead of developing those innate germs of thought, the stimulating and excitement of which is the true object of all education, the reasoning faculties, which alone distinguish mankind

from the brute, are allowed to remain wholly dormant and uncultivated, and this is a too common error in the community. We often hear it said that a knowledge of arithmetic, and a smattering of grammar, is all that is needed in the common avocations of life. But to illustrate the fallacy of this assertion. Suppose a man has committed all the rules of arithmetic, but who has never been taught to think rapidly and correctly, whose memory has been cultivated at the expense of his reasoning faculties; suppose another ignorant of those rules, but whose mind has been thoroughly disciplined, whose habits of thought are rapid and correct, and he will, from the analogies which his own brain suggests, deduce the requisite rules before the former can solve the problem by the aid of his memory alone. And yet this faculty of memory, common to the brute as well as the man, and in both capable of a high degree of cultivation, is too often made of the first importance. Rules are rapidly committed, and supposed to be the root from which the reason of the process is deduced, when in truth all general rules are only abstract propositions, deduced from practical investigation as guides in like cases, and to be used only after the reason on which they are founded is fully understood. The reason from which the rule is deduced should be as fully and indelibly impressed on the mind, as the rule itself; and yet in too many of our schools the why and the wherefore are little understood.

School Committee.—G. E. Cole, A. W. Wells.

NORFOLK COUNTY.

CANTON.

And in what we do in their behalf, we need to be guided by such an understanding of the true work of education, as will induce an efficient and complete adaptation of means to ends. It is not so much the amount gathered into the mind, as it is the training which it receives, and the moral and mental effect of the influences which are brought to bear upon it, that constitute the real work of the school-room. The character of these influences, and the method of instruction, are therefore of the utmost importance. Children should be so led along as to enjoy study, and always feel a deep and ever-increasing interest in their lessons.

DEDHAM.

Among some of the sad defects in teaching, is the matter of spelling. More attention should be given to it. In reading we lack *expression*, rather than accuracy. Geography is very faithfully taught, but mathematics generally receive the chief attention, and there are but very few schools, where, in this department, the scholars are not abundantly expert. There is room for improvement in some schools, in penmanship.

DORCHESTER.

The schools, with one or two exceptions, are in excellent condition. The scholars are interested and studious. In arithmetic and grammar, in history and geography, the pupils have generally acquitted themselves in the most acceptable and praiseworthy manner. We wish we could say the same of *all* the schools in reference to reading and spelling. "A word to the wise is sufficient." During the year, drawing has been introduced into the schools; the pupils seem much interested in it, and many of them evince considerable proficiency in this ornamental branch of a complete education.

We wish that more attention had been given in our Grammar Schools to English composition. Frequent, though brief exercises in this, in connection with the recitations in English grammar, would prove highly beneficial. It too often happens that pupils who can parse and analyze with faultless precision, will yet constantly violate the simplest rules of language, when expressing their thoughts orally or in writing. We also wish (with kindness be it spoken) that some of our teachers would more habitually labor to promote refinement of manners among their pupils, by constantly checking coarseness of conduct and language, and by cultivating among them habits of personal cleanliness.

As suggested in previous reports, let each school be like a well-ordered family,—neatness, politeness, and good order, its daily character.

School Committee.—John H. Robinson, Edward L. Drown, O. Putnam Bacon.

MEDFIELD.

Not less worthy of notice, in this connection, is the disposition to encourage, or to allow scholars to enter upon new and more difficult studies before their previous attainments have fully prepared the way for such an advance. Parents and teachers are often too ambitious to

push forward a bright scholar into higher branches than he is yet capable of mastering. All his attainments then become superficial; and the evil is in no degree counterbalanced by any showy appearance he may make in his usual recitations, or at the final examination of the school. To be thorough and exact in all his attainments, is better than to be praised for his proficiency. To obtain a complete understanding of the simplest elements of learning, with the power of using them correctly and readily, is of more value than a shallow knowledge of many books, and of the highest branches of study. We trust our successors in office will be allowed, without opposition or complaint, to prescribe the books to be used, and the course of study to be pursued in the several schools; and that parents and teachers will lend their willing co-operation to effect so desirable an end.

NEEDHAM.

Sufficient attention is too rarely given to instruction in the elements of learning. Children should not be required nor permitted to go over their reading lessons or any of their studies faster than they can understand them, and too much care cannot be given to adapting the kind and quantity of study to the character and capacity of children.

ROXBURY.

Obviously the general tendency of ambitious pupils is to go over too much ground, and by depending upon active memories rather than enlightened understandings, actually learn less than they suppose. Thoroughness is indispensable. The number of studies, and the progress in each study, must give way to this. The value of any school is to be determined by the amount of actual knowledge which is imparted to the pupils, the moral and mental discipline which is secured in its acquisition, and the greater fitness thereby for the numerous demands of life. While, therefore, we rejoice to witness on the part of any body of pupils a desire to obtain a comprehensive education, we regard it as clearly within the duty of the principal of the school, with the advice of the local committee, to hold them to such studies, and within such limits, as, in his judgment, will best promote their permanent welfare.

In the department of reading, your Committee had occasion to notice the importance of selecting for all pupils—the youngest as well as the most advanced—text-books that are compiled with good judgment and taste. Those used by the younger classes of the school contain some

selections that are trivial in style and matter, and are written hastily, and without a nice regard to the rules of grammatical construction.

Of all the books by which the young pupil is led on in the career of education, the reading book stands pre-eminent in the early influence it exerts. It makes the first, the deepest, and the most enduring impressions upon the unfolding imagination. The continued perusal of *one* book, into which the author has breathed the inspiration of an earnest spirit, and a gifted and highly-cultivated intellect, is sufficient, in some cases, to form and fix irrevocably the intellectual taste of the child.

It is essential, of course, that the reading book be adapted to the mental capacity of the class of pupils that use it, and it is thus adapted, in the highest degree, we think, when it is somewhat in advance of that capacity. Every one that has learned to read will recall the pleasing and salutary impressions made upon his mind by selections from the masterpieces of English literature, with which he may have become familiar at an age when he could catch their spirit indeed, but could not comprehend and analyze their full force and meaning.

A reading book for *any* class should be made up of selections from the best, rather than the most popular writers. Our language is rich in classical authors of refined taste and pure and simple style, whose writings will furnish examples of dialogue, description, and simple narrative, appropriate to the capacity of the youngest classes.

We were pleased to observe the precision and accuracy in the method of instruction pursued, which seemed to pervade each department, where often, on similar occasions, we have found merely a superficial acquaintance with a subject, or a memoriter repetition of the phraseology of a text-book. The strengthening of the memory is unquestionably very desirable, but not when acquired at the expense of other mental faculties; and all good teaching should seek to attain, as its prime object, that discipline of mind, that development and harmonious blending of all its powers, which constitutes the proper balance, and which is essential to success in the practical duties of life. A few years hence it will comparatively matter but little to the learner what may have been the text-book in use, nor what peculiar opinions on any particular subject the author may have entertained, but then rather will the importance have become known of having been early trained to think, and speak, and act for himself.

Examining Committee.—JOHN SYDENHAM FLINT.

WALPOLE.

At the best, our schools are, properly, only training or primary institutions. Hence the chief attention of teachers and scholars should be directed to elementary instruction. It is in the knowledge of first principles that we are most deficient, and are likely to be as long as the present large number of studies is continued. How few men are thoroughly taught the elements of education! How few can spell correctly! How few can read well, or write a handsome hand! How few understand the leading facts of physical geography! A little of these, and of many more things they have attained, but not with sufficient thoroughness, not with sufficient regard to the principles on which they rest, to make them available in the business of life. Two or three studies well explained, and so understood as not to be forgotten, will go further towards qualifying a man for successful business, than a smattering of learning in a dozen branches. The method of study, the discipline of the mind, the ability to think and reason,—these are quite as essential as the knowledge acquired. But we want and may have both, and shall have both when we lay deep the foundation of minute and accurate instruction in fundamental principles. Progress at first may be slow; but every step taken brings us nearer to the goal; nor shall we be obliged to repeat the process. Teachers and parents may be reminded that errors in the earliest instruction of children, remain in their consequences through their whole career; and that of such errors, none is more injurious than to pass rapidly over the elementary studies. The deficiency in the mental discipline, and in the necessary instruction thus occasioned, is never made up,—indeed, from the nature of the case, never can be. Throughout life a man will show a certain inferiority, resulting from this neglect of his early culture. If the scholar's time is well employed, we may excuse the apparent slowness of his progress. For what other reason has man so long a childhood, but that he may faithfully discipline his powers, and thus mature himself to enter upon the duties of manhood with a reasonable prospect of performing them successfully? He comes to maturity slowly, because his nature is so excellent, his functions so numerous, and his work so important. With a child time is no object, compared with a diligent and careful elaboration of his growth, both mental and moral.

WEST ROXBURY.

It is more labor, and requires more time and thought to teach children so that they may understand, than simply to teach what is in the books;

and an increase of labor, time and thought, to secure this end, public opinion demands more and more every year. It requires more labor and time, too, to govern a school by mild and kind means, and to get along with rude, careless and vicious boys, without having recourse to cruel beatings or cruel punishments of any kind, but this improvement is insisted on by the public; and again, it is easier for a teacher to lay down a code of laws for all the school to obey, at any rate and under all circumstances, than it is to modify such regulations as may be desirable to suit the time, place, and the temper of the pupils; yet unquestionably this more difficult system is the one which parents expect will be adopted. In a word, it is comparatively easy to make scholars machines, each to perform a certain labor in the great whole, and to do their duties by routine; but far harder to make them think, study and act, on principle; but it is just this latter duty we expect teachers to do.

Superintendent.—Joel Seaverns.

BRISTOL COUNTY.

BERKLEY.

One evil which exists to a considerable extent, is that children are taught facts and not principles. If a lesson be committed to memory so that the present recitation be fluent and correct, some teachers seem to think that all that is necessary has been done, and the object of the school attained, when in fact the scholar has received but little practical benefit. If the mind be crowded with facts to the exclusion of the principles upon which they depend, and which gives them their only value; if the scholar's proficiency is measured only by what he has done, and not by what he understands, the very objects of the common school are defeated, the pupil receiving neither intellectual discipline, nor that practical knowledge of the common branches of education necessary for the performance of the ordinary duties of life. Besides, such a course of instruction is productive of a positive evil; it has a tendency to create in the scholar a dislike, not to say a disgust, for the school and his studies. He receives no pleasure from what he does not understand, and the almost mechanical acquisition of rules and words soon becomes

monotonous and distasteful. This evil demands a speedy correction, for, to the extent to which it obtains, just to that extent, so far at least as the habit of study and intellectual culture are concerned, the usefulness of the school is destroyed. Its remedy rests with the teachers. It is only by a correct appreciation, on their part, of the true nature of education, and an earnest desire and unremitting effort to faithfully discharge the trust reposed in them, that we can look for improvement in our schools in this respect.

DIGHTON.

We ever have been at a loss to know why our youth should not *all* have a knowledge of the English language; not only be able to read intelligibly, but to write and speak it understandingly. But for some years past the subject has been sadly neglected. We have schools enough, for every one to become tolerably accurate in its use, and yet, at least three-fourths of our scholars never study a text-book upon the subject at all. The science of numbers has attained too high a position in our schools; we are impressed with its great worth, but do not think it should be allowed to drive grammar from them. The simple question is, shall our youth have a knowledge of our language or not, the means being within the reach of all. Your Committee are pleased to notice, however, that grammar is beginning to receive much more attention than in former years.

Again we suggest for your consideration a subject that was discussed last year, that children leave school too young. Pupils who leave school at fourteen or sixteen years of age, cannot master those branches that require the judgment and reasoning powers of riper years.

School Committee.—Alfred W. Paul, Allen Talbot.

NORTON.

One great object of our schools is, or should be, to teach the scholar to think and reason for himself; to originate ideas.

But much of the instruction inculcated therein, is superficial and too much for display. It is not thorough nor practical. The scholar is too much confined to the routine of book and lesson; and we have frequently noticed with sorrow and disappointment, that when thrown off from these resources, he is often lost and confused.

The scholar is fond of measuring his knowledge more by the studies he has gone over, than by what he has really learned and knows. He

is fond of driving at rather than into a study. Sometimes in such false notions we fear he has received too much the co-operation of the teacher.

This is all wrong, decidedly wrong, and the sooner the child is rid of this false notion the better.

SWANZEY.

The prominent object with some scholars in studying arithmetic, is "to get through the book," no matter how. Hence, scholars are found ciphering in interest or the roots, who have disregarded the elementary principles or first rules, in their eager attempt to accomplish their desire above named—who have gone on in this superficial manner, sometimes for a whole term, without being reproved by the teacher—and the legitimate result is, that they have no practical knowledge of arithmetic, nor never can have so long as this course is pursued. Those teachers are justly censurable, and are guilty of a dereliction of duty, who allow their scholars to pass rapidly over first principles without obtaining some knowledge of them.

We suggest that a change is needed in the manner of teaching grammar. A great deal of time is spent in committing the rules to memory and defining the parts of speech. This is all well enough in its place, but a scholar may go over the ground for years, and then know but little about grammar. More time should be devoted to writing compositions and correcting false syntax. It must be apparent to all, that if a scholar cannot speak and write correctly, (in accordance with the rules of grammar,) and detect grammatical errors in the writings of others, he or she has no practical knowledge of grammar.

Reading.—This important branch of study is too much neglected by both teachers and scholars. In too many cases it is made a mere formality; a ceremony which scholars appear to suppose must be gone through with two or four times a day—the sooner it is finished the better. In visiting some of our schools, the Committee were very sorry to see so little attention given to the reading lessons, such an utter indifference in relation to a matter so essential. The reading lesson should be studied like any other lesson, before there is an attempt made to recite. If scholars were not allowed to read until they had previously prepared themselves by studying their lesson, it might be beneficial to all concerned.

PLYMOUTH COUNTY.

ABINGTON.

The High School has not been so full as it would have been, had it been located in some central part of the town. Still, the average attendance has been twenty-two, and the number of different persons attending has been thirty-nine, and the knowledge acquired has been secured at far less expense than would have been incurred by sending our children abroad to obtain it. And many have obtained the advantages of the High School who could not well have borne the expense of going out of town to school. The teacher of the High School is an experienced and devoted instructor, and considering the migratory character of the school, and the other unfavorable circumstances under which he has been obliged to teach, he has sustained the interest and numbers of the school much beyond our expectations.

Your Committee deem the High School indispensable to a complete system of common school education, and are of the opinion that a commodious building for a High School ought to be immediately erected, near the central part of the town, at the point where the different sections of the town would be best accommodated.

School Committee.—J. W. Ward, I. C. White, J. Arnold, Jr., W. E. Sheldon, W. R. Vining.

CARVER.

Through the generosity of our fellow-townsman, William Savery, Esq., libraries containing about forty volumes each, of well selected books, in neat and convenient cases, have been placed in the school-houses of six districts, for the benefit of all the children of those districts; and the same gentleman has pledged his word that he will give similar libraries to the other districts as soon as they shall have erected suitable school-houses to receive them. He has also stated on a public occasion, and authorized your Committee to repeat the statement at this time, that if the legal voters of the town will raise annually three hundred and fifty

dollars more for the support of the schools than they now do, he will annually give fifty dollars, to be laid out under the direction of the town committee, in the purchase of medals and prizes, which shall be awarded by them to those pupils in the various schools who have made the greatest advances in their studies, and exhibited the most correct deportment.

During the past winter, lectures on popular education have been delivered in some of our school-houses and lyceum meetings, which were listened to with apparent interest and profit.

School Committee. — Nathaniel Cogswell, Elisha M. Dunham, Solomon McFarlin.

EAST BRIDGEWATER.

Prizes.—The principle of emulation in schools must be regarded as an important one. It affords a healthy stimulus to the intellectual energies. Objections have often been urged against it; but none of its opposers have succeeded in showing it to be unprofitable. Evil may sometimes result from it, and the same is true of the use of fire. We have encouraged teachers to employ it sparingly and with discrimination, for it may be pushed to such an extreme as to defeat itself. The distribution of prizes, occasionally, is well adapted to excite emulation; and we see no good reason why the offer of prizes by the town would not exert a favorable influence upon the schools. If the plan works well in Boston, why not here? Viewing the matter thus, we take the liberty to suggest that the town should offer prizes for the best improvement in the schools. And we would propose, in carrying out such a plan, that the town appropriate ten dollars for ten silver medals, and offer five of these to the five scholars in the summer schools who shall have made the greatest improvement during the summer term, in their respective schools; and in like manner offer the remaining five to the five scholars having made the greatest advance in the winter schools; provided, in each case, the deportment of the pupil receiving a medal shall have been creditable.

Believing, also, that the application of the same principle, in a different form, would tend to produce greater exertion and more pains-taking care on the part of the teacher, the parents and the pupils, we would suggest that the town propose to the teachers, for the ensuing year, that the school which shall, as a whole, make the most improvement in the summer term, receive the appellation of model school number one, and be classed as such till greater progress in a term be made in some other school; when this fact occurs, let the appellation of model school number one be transferred to that school. Again, let the school in which

the next best improvement is made, in the summer term, be classed as model school number two, and remain so classed till some school surpasses it in progress, in a single term. Then empower the superintending committee for the year, to give the successful teachers in these schools, certificates to the effect that under their tuition these schools had respectively risen, in point of improvement, not of forwardness, to the first or second rank in the town. Let the same proposal be made to the teachers for the winter, modifying the certificates given, if need be, so as to intimate that under his or her tuition, the model school number one, or model school number two, has retained its rank. It will readily be seen, we trust, that such a proposal by the town would excite emulation among the teachers as well as the pupils, and call forth interest on the part of the parents.

School Committee.—R. A. Littlefield, P. B. Wilcox.

HALIFAX.

We regret very much to see so little interest taken in our common schools in this town; some parents do not even send their children to school, others but a small portion of the time, thus bringing up their children to be a curse instead of a blessing to community.

We find in some of our schools a great deficiency of suitable books. Some children are sent to school without books, others with books unlike those used in school. We think the evil will never be remedied until the Committee supply the schools at the expense of the town. There seems to be an ambition with some pupils in our schools to engage in the higher branches before sufficiently thorough knowledge has been obtained of the elementary studies, as if the mere fact of being thus engaged imparts the reputation of being good scholars. This disposition has often been encouraged by parents who are desirous of having their children in the advanced classes. But the great object of the common schools is to train children to a complete knowledge of the elementary branches, such as reading, spelling, writing, arithmetic, history and English grammar, and these should not be neglected for any thing else. They lie at the foundation of the temple of knowledge; the maxim that what is worth doing at all is worth doing well, applies here emphatically. Better to learn a little well than much imperfectly.

School Committee.—Samuel Churchill, Chipman Fuller, Edwin Inglee.

HINGHAM.

We have one suggestion to make in regard to the schools, for the consideration of our successors. We have observed, incidentally, in some of our schools, a sad want of acquaintance with the leading facts of Scripture history. We profess to be a Protestant people; to hold the Scriptures of the Old and New Testament, the Bible, as the basis of our republican institutions, and the grand charter of our civil and religious liberties. Shall that book be so neglected in our system of public school instruction, that youth of either sex, when about to leave our best schools, shall not be able to give any account of the great Hebrew Lawgiver, nor of the wonderful people redeemed by his hand from Egyptian bondage, nor of any of the prominent personages and events registered in that wonderful book? Where else shall our children go? To what other book shall they turn to find such pure precepts of morality, such sublime principles of virtue, as fell from the lips of Jesus, the Son of God? In vain, and worse than in vain, do we cultivate the intellect, if we neglect the heart. For knowledge is power. An educated and cultivated intellect is a powerful instrument, a mighty engine, for good or for evil. Let the heart from early years be trained to fear and love God, and that mighty engine will draw innumerable blessings in its train. On the contrary, let that engine be intrusted to a corrupt heart, a heart that casts off all fear and all responsibility to God, and it will inevitably scatter "fire-brands, arrows and death." We are as much averse to making our public schools the theatre for the inculcation of the peculiar tenets of any religious sect, as our predecessors could be. We agree with them that these "should be imparted by the special instruction of the various religious bodies to which they belong," or, in our view, better still at the sacred fireside of home. But we would suggest that themes of sacred history, such as prominent events, distinguished personages, and other topics, biographical, poetical or historical, be from time to time given to the more advanced classes for their consideration, to promote private inquiry and research into the treasures of that volume so dear to the hearts of those who founded our admirable system of public school instruction—the pride and glory of our New England institutions.

School Committee.—E. Porter Dyer, Peter Hersey, Jr., E. D. Richards, Joseph B. Thaxter, Jr., Amasa Whiting, Samuel Beal.

KINGSTON.

We have noticed, in discharging our official duties, that some of the scholars pursued at one time all the branches of study allowed in our schools. This we think not good policy. Such a multiplicity of studies so confuses the mind that but little progress can be made in any of them. A much greater amount of knowledge would be acquired in a given time by pursuing but a few branches at once, and when those have been thoroughly mastered, taking up others.

The object for which our common schools are, or should be maintained, is not merely to enable the child to acquire a knowledge of arithmetic, geography and grammar, but that, by a process of correct and thorough elementary training, his passions and desires may be guided into their appropriate channels, and all his moral and intellectual powers cultivated in a proper degree and proportion. Knowledge cannot be poured into the passive mind; but the mind must go out in earnest, patient search after knowledge; and it is this exercise which strengthens and invigorates it. That which has been drilled into the parrot memory of the child is not knowledge, but only that which has been thoroughly digested and has become a part of himself. It is of primary importance, then, that the child should thoroughly master whatever he studies; that he should acquire habits of definite thinking and accurate expression. These, combined with correct moral principles, will form a substratum upon which a well developed character may rear itself in all its symmetrical proportions.

MIDDLEBOROUGH.

The "Middleborough Teachers' Association," which was formed by the suggestion of your Committee, in the early part of the winter, has accomplished a good work. Its meetings have been held every other week, and sometimes every week, in the various districts. In these meetings the teachers have discussed subjects having a direct bearing upon the interests of common school education. Special pains have been taken to secure the attendance of parents with their children, thus bringing together the three principal elements of the school; and in most instances parents and pupils have taken an interesting part in the meetings. We think much good has been accomplished by this Association, and hope it may receive the signature and interest of all the teachers the present year, and that every district in town may enjoy the advantage of its meetings. It has accomplished something, and may accomplish much more by way of securing that mutual interest and co-operation of parent and teacher so much needed in this town.

SCITUATE.

Normal Schools.—Massachusetts, foremost among the States, seeing the necessity, has established schools for the special preparation of the teacher; and yet Scituate appears to be among the last of the towns in reaping the advantage of Normal Schools. Not a primary teacher through the town, the present year, has enjoyed the benefits of that institution, which, in an eminent degree, prepares the thorough, practical teacher; nor is there one now so fitting herself.

Young ladies, to acquire the art of dress or bonnet making, undergo an apprenticeship for years; nor is the skilful seamstress without such preparation; but they think to step into that most responsible of all situations,—think to inculcate sound, practical, useful ideas,—think to lead those little feet, so prone to step aside, in virtue's paths continually;—in short, think to rear true men and women—that noblest of all arts, and requiring the most skilful of all artificers—with, mayhap, some one term's instruction of eleven weeks in some silly boarding-school, in some before unheard of corner of the country, and more desirable, because silly and unheard of. What wonder at the blundering here, staggering there, and awful wilting every where! To say that no one but a Normal teacher can be a good teacher, would be incorrect, for in town there are many noble examples to the contrary, but who have only arrived at their excellence by years of experience and self-culture. Experience may make a good teacher, but the children will suffer during the experimenting. Preparation for all work should be had before the work is begun.

SOUTH SCITUATE.

The study of grammar has been greatly neglected in most of our schools. There are but few who study it, and fewer still who give it the attention it deserves. But arithmetic is studied assiduously by large and small, perhaps because it has some connection, in the minds of most, with money-making. It might be proper to educate children in such things only as would be likely to assist them in obtaining food and raiment, if they were not moral beings. But as all have moral faculties, and hence other and higher wants than the physical, such a course would be entirely wrong. We are not to inquire whether a particular study would enable one to saw wood or hoe potatoes better than he could without such knowledge; but whether it is necessary to develop properly all his faculties, to sharpen and strengthen his intellectual powers, and to give him a higher stand as an intellectual and moral being.

Every child should be taught to speak and write his own language correctly; yet very few among us are so educated that they can do this when they leave the public school. A great portion, if required to write, would often abuse the language, if they did not actually murder it.

This defect can soon be remedied, if parents desire it and take active measures to have it corrected; but if they exert their influence in the wrong direction, or remain indifferent, it will be a long time before the evil can be cured.

Another defect is, that too much is thought of going over a great number of pages, and too little of thoroughly understanding what is studied. This fault has been noticed in many of the schools; some, we are happy to say, have shown evidence of great thoroughness; it should be thus in all.

We are aware that the teachers are to be chiefly relied on to cure this evil; but they should have the assistance of the parents' influence. There are few scholars, who have gone over their studies superficially, that readily and willingly change these loose and injurious habits of study at the suggestion of the teacher; and if the parent also finds fault with the thorough course required, the school will suffer no little injury.

But there are many who oppose all change in methods of instruction, however obvious it may be to those who have given attention to it that the change is a great improvement. They seem to suppose that methods approved forty years ago, and which they are familiar with, must certainly be better than these modern ones, especially as the latter require more time to be given at first to a certain number of pages.

This is not strange, when we consider that many people make no distinction between *pages* and *progress*, having been deluded into the belief, that one who "goes over" the greatest number of pages, must certainly make the greatest advancement in knowledge. But all who have given candid attention to this subject know well, that the *pages* passed over give no certain indication of the progress made.

The great effort has too often been to crowd the memory as fast as possible, while very little attention has been given to developing the reasoning faculties, by endeavoring to have scholars thoroughly comprehend every thing they studied. The best scholar is often supposed to be the one that can repeat most, *verbatim*, from the books studied, without considering whether it is understood or not. And this idea has had so great an influence, that many scholars who have made considerable progress, are entirely ignorant of the ground-work of their studies. They cannot explain correctly but a small part of what they suppose they know. They are perfectly satisfied to do as the "rule" says, without endeavoring to understand *why* the "rule" says thus and so.

The habits thus formed follow them through life, rendering them ever liable to be led astray by *names*, when they are fully competent to com-

prehend and judge of the *reasons*, if they would but make the effort. In politics, in theology, and in every subject that claims attention, we find individuals who are ready to assent to whatever is advanced by eminent leaders, without seeking to know on what foundation it rests. Here, as in the school-room, they only inquire about the "rule;" they never think of examining to see whether it is right. As in arithmetic, they were satisfied with Adams, Walsh, or Greenleaf's "rule," so now they only want the authority of a name they learned to trust years ago. All admit that education does much to prevent people from being led astray by the influence of great names; but all do not seem to have observed, that it is the devolopment of the reasoning faculties, rather than strengthening the memory, that effects this object.

Much as has been said and written on the subject of education, the time is distant, we fear, when it will be correctly regarded and clearly comprehended. And the chief obstacle that prevents it from being readily understood is, most people think they already know enough of the subject to discharge their duties properly in relation to it. But when so important a question as the best method of educating the young is before us, we should be cautious about taking things for granted, until there has been a careful examination of the whole matter.

BARNSTABLE COUNTY.

BARNSTABLE.

As the guardians of the schools in this town, we think that we should refer to another subject which is intimately connected with the education of the youth. It is well understood that when any thing of importance is to be done, we must devote to it the best and the most vigorous powers of mind and body, else it will be but poorly done. A worn-out body needs sleep, and exhausted intellect requires recreation. And a mind destitute of high aims and noble resolves is fitted for a quiet residence in some private or public eleemosynary establishment. Better never attempt any thing of importance, than to make a failure in consequence of physical or intellectual imbecility, or a destitution of interest or nobleness of spirit.

This being true, in our opinion all amusements which deprive scholars of proper rest, which wholly preoccupy the mind, effectually excluding devotion to literary pursuits, and which enervate it with the love of pleasure, should be avoided during school terms. We here say nothing of the utility or inutility of the dance, of cards, of balls or parties for pleasurable amusements at proper times (if there is a time for such things). But we do know that whenever young persons become deeply interested in these or similar amusements, they lose their fondness for study or severe mental discipline,—will sit dreamingly over their books,—will be irritable or impatient under the proper management of the school. They will not, yea, they cannot learn. Teachers often complain of the sad influence of exciting amusements such as are here referred to, upon their pupils. They know that they cannot succeed in awakening in the mind a love for intellectual improvement, so long as it is fascinated with a greater fondness for the pleasures of the dance or parties for various amusements. This is an evil over which neither the teacher, the school committee, nor the government of the Commonwealth can have any control. Wise and judicious parents cannot always remove it. Assemblies for amusements are gotten up sometimes by innkeepers for the sake of gain; sometimes by idle persons without employment, and consequently careless of the best interests of community; and sometimes by those who, we might expect, would have such a regard for the welfare of the youth that they would studiously avoid every thing which would in the least be prejudicial to their intellectual improvement. What is needed is, that this subject should be duly considered, and that the citizens who are able, and who do exercise a controlling influence in society, should prevent the existence of any thing which will, during the session of the schools, divert the minds of the youth from an earnest prosecution of their studies.

In the report of the school committee for last year, written by Hon. George Marston, a very able appeal was made to teachers in reference to this subject. We trust it was not in vain. None of our teachers, we presume, during the past year, have "so far indulged in the frivolities of the evening, or ventured so far on the dangerous ground 'where night and morning meet,' as to endanger the entire command of the physical, nervous, and mental systems in unreduced energy for the next day."

We now appeal to parents and guardians, to all persons who exert a controlling influence in community, to properly consider the question whether the healthful and vigorous education of youth does not demand that while attending school, their love of learning should not be destroyed by the fascinations of pleasurable amusements; that their physical and mental energies should not be impaired by late hours and fatiguing exercise; that every thing which is accustomed to beget stupidity and inanity of mind should be discouraged, so that scholars will be effectu-

ally secured from the force of temptation, which it were vain to expect they would altogether resist.

BREWSTER.

One other fact your Committee are convinced of,—that the teachers who graduate at our State Normal Schools are the best teachers for our public schools. The profession is a high and noble one—none more so—and requires special education and preparation, as much as any other profession in life. The Normal School has raised the standard of professional excellence; and our gratitude is due the State for her liberal bounty in providing these nurseries for teachers.

Your Committee, in pointing out these defects in our schools and school system, would not omit to suggest still farther what to them may seem a remedy.

DUKE'S COUNTY.

EDGARTOWN.

Another evil which is very prevalent in our schools, is the disinclination among many scholars to pursue the three ordinary branches of a common education. The Committee have found in some schools of thirty scholars not more than six in grammar and eight in geography, when at least twenty should have been engaged in the study of grammar and the whole in arithmetic and geography. This state of things they have attempted to remedy, but only partially succeeded; partly, in consequence of the indifference of the teacher as to the number of studies pursued, and partly, they regret to say, on account of the objections of the pupil, and in some few instances, even of the parent. The law makes provision for every child in this Commonwealth to acquire a good knowledge of these branches by making the minimum of qualification in the teacher include a thorough acquaintance with them; and the pursuit of them should constitute the minimum of study of every scholar who has arrived at a suitable age. It is well known that two or three studies may be carried on collaterally, except by the very young, with greater advantage and profit; the one serves as a relaxation when the other becomes tedious.

ABSTRACT OF SCHOOL RETURNS,

MADE BY THE SCHOOL COMMITTEES OF THE SEVERAL TOWNS AND CITIES IN THE COMMONWEALTH, FOR THE SCHOOL YEAR 1855–6.

SUFFOLK COUNTY.

TOWNS.	Population — State Census, 1855.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who attend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
											Summer.		Winter.				
				In Sum'r	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days	Total. Mos. Days.
Boston, . .	160,508	$213,310,067 00	224	23,809	23,690	20,021	19,996	1,849	855	29,093	52	371	51	377	1300	1154	2454
Chelsea, . .	10,151	3,475,161 00	21	1,800	1,740	1,550	1,475	106	90	1,863	2	31	2	33	100	102	202
N. Chelsea, .	793	801,944 00	2	120	133	106	117	8	10	116	1	1	1	2	11.07	11.07	22.14
Winthrop, .	366	– –	2	67	70	45	49	3	5	64	–	2	1	1	7	4	11
Totals, .	171,818	$217,587,172 00	249	25,796	25,633	21,722	21,637	1,966	960	31,136	55	405	55	413	5.14	5.02	10.16

SUFFOLK COUNTY—Continued.

TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board, fuel and care of fires.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	Number of Incorporated Academies.	Average No. of Scholars in incorporated Acad's.	Aggregate paid for Tuition in incorporated Academies.	No. of unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund.	How appropriated.
Boston, . .	$114 28	$33 33	$246,796 67	—	$6,250 00	$363 00	—	2	198	—	59	3113	$115,000 00	$5,392 16	City Treas.
Chelsea, . .	120 00	27 00	14,008 82	—	—	—	—	—	—	—	2	20	150 00	379 62	Schools.
N. Chelsea, . .	50 00	18 00	1,100 00	—	—	—	—	—	—	—	—	—	—	30 41	"
Winthrop, . .	46 00	22 00	600 00	—	—	—	—	—	—	—	—	—	—	13 32	"
Totals, .	$82 57	$25 08	$262,505 49	—	$6,250 00	$363 00	—	2	198	—	61	3133	$115,150 00	$5,815 51	

ESSEX COUNTY.

TOWNS.	Population — State Census, 1855.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who attend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
											Summer.		Winter.				
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
Amesbury,	3,585	$1,020,425 00	17	541	556	410	423	54	70	600	2	14	9	8	55.05	58	113.05
Andover,	4,810	3,131,122 75	16	800	742	584	605	70	43	968	–	18	7	9	79.15	48	127.15
Beverly,	5,944	2,156,012 85	21	945	1,056	688	848	50	86	1,154	2	18	10	12	112.15	84.18	197.13
Boxford,	1,034	538,288 67	7	197	245	155	193	34	29	239	–	7	7	–	19.16	15.18	35.14
Bradford,	1,372	368,278 00	4	201	222	158	171	8	28	283	1	4	2	3	17.10	15.10	33
Danvers,	4,000	3,312,779 10	14	886	894	635	597	67	70	927	3	11	6	12	64.19	64.09	129.08
Essex,	1,668	633,895 20	9	294	351	219	285	87	59	283	–	8	5	4	30.10	35	65.10
Georgetown,	2,042	715,213 00	9	359	337	271	266	27	44	350	–	9	4	5	35	35	70
Gloucester,	8,935	2,369,251 95	30	1,901	1,887	1,469	1,456	130	236	1,970	2	37	13	28	136	164	300
Groveland,	1,367	397,079 00	5	233	262	175	190	29	54	281	–	5	4	1	21.10	16	37.10
Hamilton,	896	452,403 00	4	118	175	90	135	10	39	154	–	4	4	–	11.19	11	22.19
Haverhill,	7,932	2,243,497 00	25	1,344	1,364	1,082	1,128	28	98	1,445	4	24	14	14	113.05	111	224.05
Ipswich,	3,421	1,062,792 50	13	610	657	575	540	57	78	758	4	9	8	5	68.15	49.15	118.10
Lawrence,	16,114	6,003,716 20	34	1,928	2,279	1,571	1,870	218	93	2,508	3	36	4	37	219.06	219.06	438.12
Lynn,	15,713	4,148,989 40	37	3,456	3,456	2,212	2,209	36	143	3,333	8	38	8	38	185	222	407
Lynnfield,	883	345,356 00	4	176	148	140	104	7	18	207	–	4	1	2	16.10	8.15	25.05
Manchester,	1,864	499,507 50	8	497	476	397	372	39	9	401	1	7	1	7	39.03	39.03	78.06
Marblehead,	6,928	2,033,990 60	17	1,200	1,075	1,047	886	22	30	1,474	3	19	3	19	97.15	102	199.15
Methuen,	2,582	1,059,148 45	11	473	464	348	347	39	35	437	1	10	4	7	50.10	28.05	78.15
Middleton,	880	310,417 00	3	141	183	120	134	8	10	186	–	3	3	–	9.17	8.06	18.03
Nahant,*	270	– –	2	61	59	48	53	3	4	57	1	1	1	1	5.06	6	11.06
Newbury,	1,484	663,155 30	7	245	282	178	201	35	49	289	1	6	3	6	26.10	25.15	52.05

Newburyport, .	13,357	5,390,069 55	31	3,007	3,007	1,439	1,373	–	45	2,915	7	31	7	31	147.05	170.10	317.15
N. Andover,† .	2,218	– –	10	422	409	331	350	49	50	493	–	10	5	5	51.13	39.12	91.05
Rockport, .	3,498	672,410 07	11	647	847	486	572	49	–	888	2	13	4	10	53	53	106
Rowley, . .	1,214	456,089 37	5	217	193	168	140	24	21	258	–	5	–	5	23.10	13.15	37.05
Salem, . .	20,934	13,654,738 70	44	3,207	2,992	2,693	2,586	84	61	3,915	8	62	8	58	222	244	466
Salisbury, .	3,185	1,023,861 83	13	618	622	444	433	52	35	609	3	10	8	5	56.08	56.17	113.05
Saugus, . .	1,788	491,917 50	7	376	337	257	245	26	12	359	1	6	1	6	46.05	46.05	92.10
S. Danvers,‡ .	5,348	– –	16	985	924	762	726	34	47	1,177	5	15	8	12	79.10	81.15	161.05
Swampscott,* .	1,335	– –	5	280	259	207	261	16	24	275	1	4	1	4	28.02	28.03	56.05
Topsfield, .	1,250	468,981 30	5	175	198	120	128	12	30	250	–	5	4	–	20.10	12.10	33
Wenham, .	1,073	354,409 00	5	192	224	129	185	32	17	242	–	5	3	2	21.05	15.05	36.10
W. Newbury, .	2,094	578,671 10	8	203	394	150	300	15	51	383	–	5	4	4	17.15	27.05	45
Totals, . .	151,018	$56,556,466 89	437	26,935	27,576	19,758	20,312	1,451	1,718	30,068	63	463	174	360	4.15	4.15	9.10

* Valuation included in Lynn.

† Valuation included in Andover.

‡ Valuation included in Danvers.

ESSEX COUNTY—Continued.

TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board, fuel and care of fires.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	Number of incorporated Academies.	Average No. of Scholars in incorporated Acad's.	Aggregate paid for Tuition in incorporated Academies.	No. of unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund.	How appropriated.
Amesbury,	$33 60	$16 54	$2,500 00	–	–	–	–	–	–	–	5	170	$900 00	$127 21	Schools.
Andover,	35 00	20 40	3,500 00	$20 00	$115,600 00	$6,936 00	–	2	362	$6,525 00	3	50	500 00	318 12	"
Beverly,	42 50	17 00	5,500 00	–	–	–	–	–	–	–	5	136	1,500 00	262 85	"
Boxford,	34 57	15 43	900 00	–	2,185 00	124 95	$47 61	–	–	–	1	16	18 00	–	No return.
Bradford,	76 60	19 05	1,192 00	342 66	–	–	–	1	130	2,900 00	–	–	–	64 38	Schools.
Danvers,	52 72	22 18	5,637 50	–	–	–	240 00	–	–	–	–	–	–	422 02	"
Essex,	39 40	15 08	1,500 00	–	–	–	–	–	–	–	–	–	–	70 15	"
Georgetown,	36 00	19 33	1,500 00	–	–	–	–	–	–	–	–	–	–	87 91	"
Gloucester,	50 29	16 50	9,450 00	–	–	–	–	–	–	–	4	70	1,000 00	397 16	"
Groveland,	36 56	17 16	891 00	–	–	–	–	1	30	240 00	–	–	–	60 61	"
Hamilton,	36 25	13 50	600 00	–	–	–	–	–	–	–	–	–	–	35 52	"
Haverhill,	51 36	20 50	7,000 00	–	–	–	521 16	–	–	–	1	36	180 00	323 68	"
Ipswich,	38 13	14 50	2,951 00	–	6,500 00	365 00	–	–	–	–	3	95	1,827 00	155 84	"
Lawrence,	67 00	21 63	15,646 78	–	–	–	–	–	–	–	2	80	1,200 00	483 07	"
Lynn,	67 70	23 00	22,000 00	–	–	–	–	–	–	–	5	125	1,375 00	685 54	"
Lynnfield,	38 50	20 00	700 00	–	–	–	45 29	–	–	–	–	–	–	45 29	"
Manchester,	43 19	16 19	1,600 00	–	–	–	–	–	–	–	1	50	600 00	86 58	"
Marblehead,	49 08	20 02	6,300 00	–	–	–	–	–	–	–	6	150	500 00	361 19	"
Methuen,	38 40	17 28	2,000 00	–	–	–	–	–	–	–	3	65	116 00	94 35	Town Treas.
Middleton,	39 67	21 33	630 00	–	–	–	–	–	–	–	–	–	–	41 76	Schools.
Nahant,	45 84	20 84	1,000 00	–	–	–	–	–	–	–	–	–	–	10 21	"
Newbury,	36 72	16 12	1,000 00	–	15,000 00	700 00	–	1	28	208 00	2	21	206 00	56 61	"

Newburyport, .	51 24	17 38	12,610 62	–	65 00	3,900 00	–	1	120	–	10	200	1,500 00	638 25	Schools.
N. Andover, .	37 54	19 21	2,300 00	–	230 00	15 00	–	–	–	–	2	44	700 00	*	"
Rockport, .	46 03	13 48	2,000 00	–	–	–	91 00	–	–	–	–	–	–	175 38	"
Rowley, . .	–	20 20	800 00	–	–	–	–	–	–	–	1	36	26 00	54 17	"
Salem, . .	79 00	20 00	22,680 31	–	–	–	–	–	–	–	30	890	11,072 00	965 70	"
Salisbury, .	32 37	15 59	2,500 00	4 00	–	–	–	–	–	–	4	100	125 00	151 85	"
Saugus, . .	44 00	20 00	1,652 00	–	–	–	–	–	–	–	–	–	–	81 91	Expenses of town.
S. Danvers, .	57 63	24 78	7,078 00	–	2,000 00	180 00	335 00	–	–	–	2	50	800 00	†	Schools.
Swampscott, .	53 33	17 22	1,600 00	50 00	–	–	–	–	–	–	1	10	600 00	56 16	"
Topsfield, .	32 00	13 40	725 00	–	–	–	–	1	97	1,945 00	–	–	–	53 72	"
Wenham, .	35 00	15 70	800 00	–	–	–	–	–	–	–	1	40	400 00	52 83	"
W. Newbury, .	38 52	17 80	1,300 00	–	–	–	–	–	–	–	4	137	204 00	80 58	"
Totals, .	$43 99	$18 19	$150,044 21	416 66	$206,515 00	12,220 95	$1,280 06	7	767	11,818 00	96	2571	25,349 00	$6,500 60	

* Included in Andover.

† Included in Danvers.

MIDDLESEX COUNTY.

TOWNS.	Population — State Census, 1855.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who attend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
											Summer.		Winter.				
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
Acton,	1,678	$541,225 00	15	326	410	259	347	48	102	338	–	9	6	3	32.16	26.15	59.11
Ashby,	1,176	580,860 00	9	257	312	210	244	42	77	277	–	9	3	6	23.18	24.02	48
Ashland,	1,308	407,121 00	8	125	284	102	243	15	61	296	–	5	2	6	14	25.05	39.05
Bedford,	986	350,999 00	6	177	224	150	180	24	26	211	–	6	4	2	24.15	19.14	44.09
Billerica,	1,772	870,595 00	11	360	371	290	288	33	33	381	–	11	6	5	39.14	33.17	73.11
Boxborough,	413	239,712 00	4	92	103	85	95	14	21	80	–	4	3	1	10.05	12	22.05
Brighton,	2,895	1,634,725 00	9	641	599	474	483	75	30	612	3	8	5	9	49	49.01	98.01
Burlington,	564	287,868 00	5	76	98	56	88	1	28	97	–	2	1	2	12	10.10	22.10
Cambridge,	20,473	10,608,787 70	37	3,958	3,948	2,980	2,975	–	291	3,682	11	54	11	53	208.02	208.02	416.04
Carlisle,	630	323,524 00	5	117	139	92	119	15	27	116	–	5	3	2	15	15.06	30.06
Charlestown,	21,742	8,624,690 00	38	3,780	3,802	3,013	2,975	282	122	4,316	10	55	10	55	228	228	456
Chelmsford,	2,140	958,369 00	12	450	506	336	411	63	91	400	–	11	7	5	42.05	37.07	79.12
Concord,	2,251	1,262,303 20	11	459	420	330	343	46	69	488	1	10	3	8	57.03	30.17	88
Dracut,	1,966	700,182 00	11	380	403	293	343	56	110	296	–	11	9	2	35.12	30.16	66.08
Dunstable,	533	361,061 00	5	97	117	83	103	10	25	83	–	5	2	3	12.05	14.16	27.01
Framingham,	4,676	1,910,613 00	16	776	814	646	684	60	91	892	2	18	3	18	85	47.07	132.07
Groton,	2,745	1,451,025 00	17	512	599	397	459	38	100	602	–	17	9	8	49.16	52	101.16
Holliston,	2,894	821,596 00	15	555	600	462	463	67	74	560	–	15	8	6	53	50.10	103.10
Hopkinton,	3,934	887,091 50	14	630	625	508	481	47	80	636	2	15	5	8	55	33.05	88.05
Lexington,	2,549	1,170,428 00	9	425	402	297	330	6	60	393	3	6	7	2	52	37	89
Lincoln,	721	482,822 00	4	113	126	81	109	6	27	123	1	3	2	2	15.15	13.05	29
Littleton,	985	471,879 00	7	141	197	127	186	15	54	182	–	7	5	2	21	19.10	40.10

Lowell,	37,553	16,866,919	10	64	7,475	6,881	4,611	4,509	1,169	522	6,253	19	91	19	91	304	336	640
Malden,	4,591	1,731,662	40	14	761	744	672	639	–	24	833	3	12	2	15	77	77	154
Marlborough,	4,288	1,172,267	00	16	656	736	526	686	48	73	838	1	14	10	6	42.08	50.13	93.01
Medford,	4,605	2,409,333	00	13	841	792	637	637	–	33	955	4	12	4	12	65	78	143
Melrose,	1,976	505,098	00	8	430	424	314	318	35	7	416	1	6	1	7	29.10	50.15	80.05
Natick,	4,138	916,210	00	14	650	722	538	587	63	90	711	1	14	5	10	58	58.05	116.05
Newton,	6,768	3,157,340	00	22	1,050	1,066	849	828	46	137	1,152	6	20	7	18	110	115.10	225.10
N. Reading,*	1,050	–	–	5	233	230	160	182	17	23	222	–	5	2	3	20.17	13	33.17
Pepperell,	1,765	740,823	80	9	298	337	253	285	19	72	308	–	9	7	2	27.05	23.15	51
Reading,	2,522	1,071,042	00	9	455	475	355	383	17	26	521	–	12	3	8	49.02	28.05	77.07
Sherborn,	1,071	516,983	00	7	187	213	150	184	10	39	175	–	6	4	3	22	22.16	44.16
Shirley,	1,479	569,910	00	8	249	311	199	241	34	54	308	–	8	8	1	28	25.06	53.06
Somerville,	5,806	2,102,631	00	16	1,047	1,068	841	875	56	27	1,045	5	17	5	17	90.10	90.10	181
S. Reading,	2,758	755,019	00	11	527	477	392	377	56	48	563	1	9	2	10	59.05	42.05	101.10
Stoneham,	2,518	481,862	00	11	575	216	431	153	54	43	467	1	10	1	4	70.07	6.15	77.02
Stowe,	1,485	623,390	00	7	387	332	296	254	29	58	304	1	6	2	5	30.05	24.15	55
Sudbury,	1,673	915,867	00	6	336	334	254	241	36	74	380	–	6	4	2	22.15	16.15	39.10
Tewksbury,	1,719	616,308	00	7	198	222	144	165	18	34	376	–	7	2	8	30	30.11	60.11
Townsend,	2,096	855,970	00	14	395	503	327	422	48	108	424	–	14	8	6	37	37.11	74.11
Tyngsborough,	714	492,830	00	7	145	161	121	125	10	32	170	–	7	2	5	20.09	21.19	42.08
Waltham,	6,049	2,778,446	50	16	853	846	641	642	83	59	889	2	16	3	15	176	170	346
Watertown,	3,578	2,351,583	20	11	619	641	508	506	17	15	726	4	8	4	9	66.12	44	110.12
Wayland,	1,178	479,084	00	7	283	269	219	206	41	32	250	1	6	1	7	24.10	29	53.10
W. Cambridge,	2,670	1,671,644	10	7	395	401	316	310	24	36	387	3	6	3	6	36.15	33.05	70
Westford,	1,586	814,078	00	11	292	333	215	251	50	59	338	–	10	5	6	32	28.09	60.09
Weston,	1,205	708,876	00	7	265	245	201	199	28	49	203	1	6	3	4	25.10	25.17	51.07
Wilmington,	958	399,643	00	5	190	197	134	146	33	28	219	–	5	2	3	20.02	12.03	32.05
Winchester,	1,801	649,346	00	9	362	331	276	265	24	24	378	1	8	1	8	45	45	90
Woburn,	5,451	1,962,577	00	15	850	816	655	750	166	176	887	2	15	3	16	71.10	68.10	140
Totals,	194,082	$83,264,719	50	624	35,451	35,422	26,506	27,315	3,194	3,601	35,759	90	651	235	515	4.11	4.04	8.15

* Valuation included in Reading.

MIDDLESEX COUNTY—Continued.

TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board, fuel and care of fires.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools that may be so appropriated or not.	Number of incorporated Academies.	Average No. of Scholars in incorporated Acad's.	Aggregate paid for Tuition in incorporated Academies.	No. of unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund.	How appropriated.
Acton,	$41 00	$16 08	$1,500 00	$47 00	–	–	–	–	–	–	4	130	$200 00	$73 48	Schools.
Ashby,	29 56	17 70	1,000 00	–	–	–	–	–	–	–	–	–	–	57 72	"
Ashland,	45 00	21 63	1,160 00	–	–	–	–	–	–	–	–	–	–	63 27	"
Bedford,	30 00	17 00	860 00	–	–	–	$75 85	–	–	–	4	30	–	44 62	"
Billerica,	29 17	16 55	1,500 00	–	–	–	–	1	50	$100 00	–	–	–	78 14	"
Boxborough,	31 67	15 60	500 00	–	–	–	–	–	–	–	2	20	102 00	19 31	"
Brighton,	71 22	19 33	4,354 00	–	–	–	–	–	–	–	1	15	110 00	111 00	"
Burlington,	45 00	20 00	500 00	100 00	–	–	–	–	–	–	–	–	–	20 98	"
Cambridge,	93 93	24 01	31,820 18	–	–	$300 00	–	–	–	–	14	375	12,000 00	810 74	City Treas.
Carlisle,	30 60	15 10	730 00	–	–	–	–	–	–	–	–	–	–	22 42	Schools.
Charlestown,	92 50	23 48	31,237 00	–	$5,600 00	336 00	–	1	125	3,000 00	5	120	1,600 00	840 27	City Treas.
Chelmsford,	36 57	17 81	2,000 00	–	–	–	–	–	–	–	3	–	240 00	93 68	Schools.
Concord,	50 66	20 00	3,000 00	60 00	1,578 25	91 45	–	–	–	–	1	30	900 00	89 69	"
Dracut,	30 77	13 50	1,400 00	170 00	–	–	64 52	–	–	–	–	–	–	76 59	"
Dunstable,	27 00	16 13	450 00	–	–	–	–	–	–	–	–	–	–	90 35	"
Framingham,	77 66	23 31	5,200 00	20 00	6,861 74	397 00	–	–	–	–	1	15	3,000 00	178 71	"
Groton,	36 00	20 00	2,500 00	–	48,570 00	2,914 20	–	1	109	1,773 80	–	–	–	138 31	"
Holliston,	44 25	19 61	3,000 00	20 00	–	–	–	1	62	875 00	–	–	–	137 42	"
Hopkinton,	45 35	23 27	1,650 00	40 00	4,500 00	270 00	–	1	–	–	3	120	87 00	139 42	"
Lexington,	48 28	21 92	3,700 00	50 00	–	–	–	–	–	–	–	–	–	89 91	"
Lincoln,	43 68	15 74	800 00	15 00	1,204 00	100 75	–	–	–	–	–	–	–	25 53	"
Littleton,	37 40	17 80	1,050 00	–	–	–	–	–	–	–	–	–	–	36 85	"

Lowell,	81 40	21 78	51,000 00	–	–	–	–	–	–	–	5	300	2,150 00	1,346 71	Schools.
Malden,	74 42	28 58	5,100 00	–	–	–	–	–	–	–	–	–	–	186 70	"
Marlborough,	40 70	22 12	2,815 42	–	2,440 00	146 40	–	–	–	–	–	–	200 00	158 06	"
Medford,	58 33	23 25	7,850 00	–	–	–	–	–	–	–	6	115	3,840 00	200 47	Town Treas.
Melrose,	60 46	19 82	2,391 75	–	–	–	–	–	–	–	–	–	–	81 92	Schools.
Natick,	65 73	20 82	4,000 00	–	–	–	–	–	–	–	–	–	–	142 52	"
Newton,	76 19	24 50	11,000 00	150 00	–	–	–	2	90	9,500 00	6	81	3,492 00	244 20	"
N. Reading,	40 27	22 57	900 00	–	–	–	–	–	–	–	–	–	–	48 84	Not received.
Pepperell,	33 65	17 79	1,200 00	16 00	–	–	–	1	30	315 00	1	12	350 00	74 59	Schools.
Reading,	41 89	19 13	2,500 00	–	–	–	–	–	–	–	–	–	–	99 23	"
Sherborn,	36 17	18 75	1,200 00	–	–	–	–	–	–	–	1	35	373 00	43 75	"
Shirley,	33 95	17 09	1,200 00	100 00	–	–	–	–	–	–	3	117	203 00	57 72	"
Somerville,	84 95	25 90	11,660 00	–	–	–	–	–	–	–	–	–	–	218 23	Town Treas.
S. Reading,	76 08	19 96	3,115 00	–	–	–	–	–	–	–	2	45	1,460 00	111 44	Schools.
Stoneham,	56 00	18 40	2,000 00	15 00	–	–	–	–	–	–	2	–	–	99 90	"
Stowe,	42 50	20 11	1,500 00	30 00	–	–	–	–	–	–	–	–	–	60 38	"
Sudbury,	40 35	18 33	1,175 00	–	–	–	–	–	–	–	1	48	487 00	76 55	"
Tewksbury,	26 44	18 93	1,200 00	77 00	–	–	–	–	–	–	–	–	–	50 62	"
Townsend,	34 79	17 65	1,800 00	43 50	–	–	–	1	100	1,500 00	1	45	175 00	100 57	"
Tyngsborough,	35 00	14 33	700 00	40 00	2,222 00	111 11	–	1	37	316 87	–	–	–	41 29	"
Waltham,	72 57	21 05	6,500 00	–	–	–	–	–	–	–	4	98	2,060 00	206 24	"
Watertown,	77 50	23 05	6,000 00	–	–	–	–	–	–	–	–	–	–	162 50	"
Wayland,	57 13	19 17	1,375 00	–	200 00	12 00	–	–	–	–	1	20	15 00	49 73	"
W. Cambridge,	57 78	20 00	2,630 00	297 00	–	325 04	–	–	–	–	2	45	1,200 00	85 69	"
Westford,	32 00	15 68	1,200 00	–	–	–	–	1	40	450 00	–	–	–	66 82	"
Weston,	37 75	17 47	1,280 00	40 00	–	–	–	–	–	–	–	–	–	45 95	"
Wilmington,	30 00	17 60	625 00	24 00	–	–	–	–	–	–	–	–	–	–	Not received.
Winchester,	75 00	20 00	2,800 00	–	–	–	–	1	20	–	–	–	–	78 57	Schools.
Woburn,	81 02	21 86	5,100 00	150 00	5,000 00	300 00	–	1	52	900 00	4	60	400 00	200 47	"
Totals,	$50 54	$19 63	$241,728 35	1504 50	$78,175 99	$5,303 95	$140 37	13	715	18,730 67	77	1876	34,644 00	$7,576 67	

WORCESTER COUNTY.

TOWNS.	Population — State Census, 1855.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who attend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
											Summer.		Winter.				
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
Ashburnham,	2,211	$681,420 00	14	429	490	368	420	44	60	482	–	14	10	4	35.16	33.19	69.15
Athol,	2,395	639,384 00	15	396	434	390	375	53	90	446	1	16	7	7	37	36.05	73.05
Auburn,	885	399,896 00	7	175	200	135	157	17	38	200	–	7	2	4	20.05	15.10	35.15
Barre,	2,787	1,430,964 00	20	528	678	460	576	75	105	518	1	18	8	14	54.18	63.17	118.15
Berlin,	978	276,330 00	5	151	215	129	165	32	21	216	–	5	3	2	12	11.15	23.15
Blackstone,	5,353	1,705,166 00	16	899	861	639	645	108	99	1,096	2	11	8	10	50.17	80.12	131.09
Bolton,	1,256	525,254 00	9	218	296	176	250	19	55	214	1	8	7	3	32	30.14	62.14
Boylston,	835	450,982 60	6	174	199	139	178	19	37	210	–	6	3	3	16.15	16	32.15
Brookfield,	2,007	632,064 00	10	316	379	240	298	39	58	367	–	10	6	5	31.18	34.17	66.15
Charlton,	2,059	942,701 00	13	405	483	325	385	45	99	380	–	13	5	8	35.16	39	74.16
Clinton,	3,636	909,148 00	9	388	460	297	316	53	66	565	1	7	1	8	42	45.10	87.10
Dana,	824	211,123 00	6	158	202	120	167	14	39	197	–	5	1	6	14	16.03	30.03
Douglas,	2,323	678,709 00	10	419	350	297	302	37	30	454	–	10	7	3	30.02	33	63.02
Dudley,	1,523	651,391 00	9	270	366	203	337	65	34	328	–	8	6	3	22	28	50
Fitchburg,	6,486	2,039,864 60	25	1,113	1,120	914	909	75	157	1,328	4	24	6	22	121.10	86	207.10
Gardner,	2,183	558,389 60	8	361	463	291	350	23	103	408	–	8	4	6	20.16	28	48.16
Grafton,	4,409	1,356,063 00	17	805	773	634	598	75	70	860	–	17	8	8	56	52	108
Hardwick,	1,535	829,396 00	12	269	343	226	290	20	75	302	–	11	7	5	32.11	35.11	68.02
Harvard,	1,532	741,352 00	10	272	295	231	258	19	66	258	–	10	9	1	30	28	58
Holden,	2,114	787,834 50	14	456	496	341	402	33	79	505	–	14	8	5	37	36	73
Hubbardston,	1,744	643,503 00	15	360	447	319	405	29	77	419	–	13	6	10	28.10	41.12	70.02
Lancaster,	1,728	674,224 00	11	319	338	253	286	22	31	376	–	11	7	4	36.07	34.10	70.17
Leicester,	2,589	1,219,330 00	13	458	462	350	364	32	47	546	–	13	2	11	43.16	39.14	83.10
Leominster,	3,201	1,244,051 10	15	738	694	613	578	56	165	653	1	14	8	6	70.02	41.12	111.14

Lunenburg, .	1,224	636,547 00	9	216	261	163	222	24	70	232	–	9	6	3	24.11	24	48.11
Mendon, . .	1,381	668,839 60	8	248	268	195	213	37	49	276	1	7	5	3	25	20.11	45.11
Milford, . .	7,489	1,144,721 00	16	1,255	1,245	976	938	85	122	1,330	1	23	2	17	69	74	143
Millbury, .	3,286	985,030 00	12	579	621	448	466	54	73	668	1	12	4	9	30.16	46	76.16
New Braintree,	775	554,624 00	8	151	191	122	166	19	30	172	–	6	4	3	22	22.11	44.11
Northborough, .	1,602	625,596 00	7	247	224	191	186	14	45	318	–	6	5	–	20.08	12.17	33.05
Northbridge, .	2,104	627,979 70	10	391	418	342	378	28	83	416	1	8	3	6	30	30.05	60.05
N. Brookfield, .	2,307	651,332 00	12	395	508	320	417	36	98	462	–	12	3	9	35.06	34	69.06
Oakham, . .	1,062	413,351 00	8	223	278	183	207	36	41	248	–	8	7	1	20.01	18.05	38.06
Oxford, . .	2,808	955,645 00	11	424	366	308	293	34	40	628	1	9	6	4	33.10	27	60.10
Paxton, . .	792	298,714 00	6	151	189	129	163	16	36	159	–	5	4	2	13.05	19.05	32.10
Petersham, .	1,553	792,077 00	14	332	406	297	338	27	77	326	–	12	5	9	27.10	34.04	61.14
Phillipston, .	799	383,141 00	7	152	217	110	190	10	37	165	–	6	4	3	13	17	30
Princeton, .	1,317	631,911 00	11	275	374	231	291	23	65	283	–	10	4	6	22.07	23.09	45.16
Royalston, .	1,469	751,008 00	13	324	380	285	337	43	84	326	–	13	8	5	28.11	30.16	59.07
Rutland, . .	1,101	513,447 00	11	197	300	178	240	22	62	267	–	8	5	5	17.05	25.10	42.15
Shrewsbury, .	1,636	788,836 00	9	285	311	225	259	30	63	295	–	8	1	8	29.19	27.11	57.10
Southborough, .	1,604	598,407 60	7	211	261	156	201	23	44	313	–	7	6	3	20.05	20.10	40.15
Southbridge, .	3,429	1,131,673 00	13	590	638	406	499	14	76	751	1	12	7	7	45	42	87
Spencer, . .	2,527	828,611 00	13	489	561	394	462	57	85	478	–	12	3	10	38.04	43.03	81.07
Sterling, . .	1,838	801,310 00	12	281	434	232	358	23	112	423	–	12	9	3	33.18	31.10	65.08
Sturbridge, .	2,187	846,330 00	14	595	707	287	427	20	69	620	1	13	5	9	39.11	45.19	85.10
Sutton, . .	2,718	977,822 00	14	496	504	389	387	38	74	535	–	13	9	5	36.10	41.04	77.14
Templeton, .	2,618	877,725 00	12	489	480	442	409	21	114	521	–	12	6	5	32	27.05	59.05
Upton, . .	2,036	601,308 00	11	370	405	353	332	33	38	311	–	11	5	6	21.15	23.15	45.10
Uxbridge, .	3,068	1,129,366 50	14	568	587	422	437	63	84	585	1	13	5	9	49	41	90
Warren, . .	1,795	686,931 00	11	365	396	293	322	21	60	393	–	10	3	9	46.05	51.12	97.17
Webster, . .	2,727	801,934 00	10	796	637	481	479	40	56	648	1	8	5	5	41	39.15	80.15
Westborough, .	3,014	768,499 50	12	496	555	412	458	31	63	495	1	10	4	8	32	33.15	65.15
W. Boylston, .	2,310	531,117 00	8	350	410	274	304	46	39	367	–	8	2	6	25.05	22.10	47.15
W. Brookfield,	1,363	528,764 00	8	204	276	164	212	17	51	282	–	8	4	4	21.18	23	44.18
Westminster, .	1,980	732,784 00	13	293	400	289	353	33	85	408	–	12	5	8	34	34.07	68.07
Winchendon, .	2,747	918,365 00	12	468	477	357	381	32	89	475	1	12	7	7	30.15	36.06	67.01
Worcester, .	22,286	11,085,506 70	50	4,148	4,491	2,415	2,507	443	585	3,974	4	67	7	67	219	245	464
Totals, . .	149,545	$55,497,794 00	695	27,131	29,820	20,559	22,843	2,497	4,500	29,478	26	675	307	422	3.02	3.03	6.05

WORCESTER COUNTY—Continued.

TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board, fuel and care of fires.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	Number of incorporat'd Academies.	Average No. Scholars in incorporated Acad's.	Aggregate paid for Tuition in incorporated Academies.	No. of unincorporated Academies and Private Schools.	Average No. Scholars in unincorporat'd Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund.	How appropriated.
Ashburnham, .	$35 10	$17 28	$1,700 00	–	–	–	–	–	–	–	5	170	$400 00	$99 01	Schools.
Athol, . .	26 40	17 50	1,800 00	$15 00	–	–	–	–	–	–	5	81	171 00	99 90	"
Auburn, . .	28 42	11 83	600 00	–	–	–	–	–	–	–	–	–	–	40 40	"
Barre, . .	34 25	17 06	2,600 00	89 67	–	–	–	–	–	–	–	–	–	130 09	"
Berlin, . .	26 00	15 14	500 00	25 00	$503 69	$31 20	–	–	–	–	1	25	350 00	–	Not received.
Blackstone, .	42 59	21 88	3,000 00	800 00	–	–	$288 00	–	–	–	–	–	–	226 88	Schools.
Bolton, . .	38 28	17 87	1,244 50	–	12,000 00	720 00	55 50	–	–	–	1	45	–	55 50	"
Boylston, . .	34 39	16 80	600 00	54 00	–	–	–	–	–	–	1	20	16 00	45 51	"
Brookfield, .	29 36	18 19	1,500 00	–	–	–	–	–	–	–	1	12	288 00	91 24	"
Charlton, . .	29 44	15 31	1,400 00	130 00	1,000 00	60 00	83 47	–	–	–	2	50	220 00	83 47	"
Clinton, . .	85 71	24 42	3,187 58	300 00	–	–	–	–	–	–	1	30	200 00	128 76	Town Treas.
Dana, . .	28 00	15 34	500 00	46 00	–	–	–	–	–	–	1	15	13 75	43 97	Schools.
Douglas, . .	34 83	18 69	1,525 00	–	800 00	48 00	142 05	1	35	$490 00	–	–	–	93 24	"
Dudley, . .	26 25	16 00	1,000 00	–	2,000 00	120 00	–	1	–	–	–	–	–	62 83	"
Fitchburg, .	59 98	19 82	6,000 00	–	–	–	–	–	–	–	4	111	394 50	241 31	"
Gardner, . .	44 75	20 57	1,300 00	–	–	–	–	–	–	–	1	40	150 00	88 80	"
Grafton, . .	33 00	20 00	2,000 00	–	1,000 00	60 00	–	1	–	–	1	30	600 00	188 70	"
Hardwick, .	28 26	15 26	1,500 00	36 00	200 00	12 00	–	–	–	–	2	38	40 00	63 27	Town Treas.
Harvard, . .	32 97	17 37	1,400 00	–	–	–	–	–	–	–	–	–	–	60 38	Schools.
Holden, . .	32 66	18 13	1,600 00	35 00	3,366 00	202 00	–	–	–	–	1	60	230 00	101 90	"
Hubbardston, .	32 93	17 25	1,428 00	–	1,200 00	72 00	–	–	–	–	3	128	285 00	98 12	"
Lancaster, .	35 21	15 50	1,800 00	75 00	1,000 00	50 00	–	1	40	600 00	–	–	–	76 59	"
Leicester, .	33 00	18 08	1,800 00	100 00	1,000 00	60 00	–	1	79	1,422 00	–	–	–	124 54	"
Leominster, .	39 50	17 92	2,976 36	24 40	100 00	6 00	–	–	–	–	1	12	12 00	141 19	"

Lunenburg,	35 62	17 90	1,200 00	20 00	–	–	–	–	–	–	1	35	200 00	56 83	Schools.
Mendon,	33 68	16 80	1,000 00	–	–	–	127 49	–	–	–	2	61	150 00	55 50	"
Milford,	43 36	19 00	4,500 00	100 00	–	–	–	–	–	–	4	135	1,000 00	272 17	"
Millbury,	53 27	18 41	2,500 00	–	–	–	–	–	–	–	6	180	150 00	123 89	"
New Braintree,	32 53	12 69	800 00	–	–	–	–	–	–	–	–	–	–	37 74	"
Northborough,	42 47	18 62	1,000 00	–	–	–	–	–	–	–	4	60	800 00	56 61	"
Northbridge,	38 25	18 17	1,750 00	–	–	–	–	–	–	–	–	–	–	99 01	Not returned.
N. Brookfield,	21 10	20 20	1,500 00	–	–	–	–	–	–	–	5	135	400 00	93 68	Schools.
Oakham,	29 29	15 45	700 00	88 00	–	–	–	–	–	–	4	134	266 00	58 39	"
Oxford,	39 33	18 00	1,500 00	92 00	–	–	–	–	–	–	1	20	75 00	135 42	"
Paxton,	29 25	15 18	700 00	–	–	–	37 08	–	–	–	2	25	75 00	37 08	"
Petersham,	27 41	17 32	1,200 00	–	1,677 85	100 67	–	–	–	–	1	90	325 00	70 37	Not returned.
Phillipston,	28 50	15 00	600 00	30 00	–	–	–	–	–	–	–	–	–	26 42	Schools.
Princeton,	37 89	18 60	1,050 00	–	–	–	–	–	–	–	1	65	175 00	65 27	"
Royalston,	34 16	18 59	1,200 00	15 00	1,500 00	90 00	–	–	–	–	2	122	367 00	70 15	"
Rutland,	25 00	16 50	1,000 00	–	–	–	–	–	–	–	1	46	138 00	61 27	"
Shrewsbury,	45 00	21 41	1,399 00	23 00	–	–	–	–	–	–	2	35	100 00	46 84	"
Southborough,	36 04	19 47	1,050 00	–	–	–	–	–	–	–	1	18	375 00	65 93	"
Southbridge,	34 13	18 08	2,200 00	172 00	–	–	–	–	–	–	–	–	–	–	Not received.
Spencer,	31 06	18 80	1,500 00	35 00	436 67	26 20	–	–	–	–	6	170	300 00	120 10	Schools.
Sterling,	35 66	15 95	1,500 00	–	–	–	–	–	–	–	1	50	150 00	86 58	"
Sturbridge,	32 37	15 74	1,500 00	52 52	–	–	–	–	–	–	–	–	–	110 33	"
Sutton,	33 00	19 00	1,800 00	–	1,900 00	–	–	–	–	–	1	28	165 00	119 66	"
Templeton,	36 50	21 00	1,500 00	–	–	–	–	–	–	–	2	72	300 00	108 56	"
Upton,	33 21	18 21	1,200 00	–	–	–	–	–	–	–	2	100	300 00	88 13	"
Uxbridge,	30 00	18 00	2,200 00	–	–	–	–	–	–	–	–	–	–	146 09	"
Warren,	44 40	19 62	1,600 00	6 33	–	–	–	–	–	–	2	36	37 62	75 26	"
Webster,	33 33	20 00	2,212 13	–	–	–	–	–	–	–	1	20	53 00	128 76	Town Treas.
Westborough,	46 59	22 33	2,150 00	–	–	–	–	–	–	–	1	25	60 00	111 44	Schools.
W. Boylston,	34 00	22 75	1,000 00	–	–	–	–	–	–	–	2	50	280 00	91 24	"
W. Brookfield,	30 50	17 23	900 00	–	–	–	–	–	–	–	1	12	20 00	67 27	"
Westminster,	32 71	18 72	1,500 00	12 00	–	–	–	1	144	576 00	–	–	–	85 47	"
Winchendon,	36 26	18 22	1,800 00	–	–	–	–	–	–	–	2	45	73 33	102 12	"
Worcester,	18 15	33 37	29,062 59	–	–	–	–	2	172	5,070 00	10	490	10,500 00	853 59	"
Totals,	$35 26	$18 23	$122,235 16	2,375 92	$29,684 21	$1,658 07	$733 59	8	470	$8,158 00	99	3126	$20,205 20	$6,112 77	

HAMPSHIRE COUNTY.

TOWNS.	Population — State Census, 1855.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who attend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
											SUMMER.		WINTER.				
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
Amherst,	2,937	$1,187,267 00	17	606	537	466	449	54	96	692	3	16	4	9	63	36.10	99.10
Belchertown,	2,698	830,356 00	19	443	574	353	471	61	90	542	–	17	9	10	54.11	54	108.11
Chesterfield,	950	384,115 00	10	173	194	130	151	22	29	209	–	9	6	3	41.12	27.12	69.04
Cummington,	1,004	375,196 00	10	187	262	154	206	26	52	196	–	10	4	6	29.06	28	57.06
Easthampton,	1,386	434,564 00	7	161	215	136	155	6	8	236	–	7	1	7	32.10	22.15	55.05
Enfield,	1,036	450,684 00	8	177	238	147	190	9	27	215	–	8	2	7	20	22.05	42.05
Goshen,	471	178,995 00	5	100	107	81	83	17	15	93	–	5	2	2	16.10	11.03	27.13
Granby,	1,001	395,537 00	8	138	194	108	170	12	13	173	–	7	1	7	22	25.05	47.05
Greenwich,	803	228,570 00	7	132	195	107	166	14	54	128	–	7	4	3	20.05	20.12	40.17
Hadley,	1,928	904,424 00	13	325	402	252	340	21	45	433	–	10	2	11	37.14	51.15	89.09
Hatfield,	1,162	706,290 00	7	175	221	133	181	17	26	191	–	6	1	6	27.11	26	53.11
Huntington,	1,172	241,678 00	9	258	264	197	213	10	12	260	–	9	2	7	26.02	24.03	50.05
Middlefield,	677	299,904 00	11	90	159	71	119	10	23	166	–	7	6	4	22	29.14	51.14
Northampton,	5,819	2,504,144 00	26	1,147	1,137	859	898	76	99	1,248	2	25	5	25	117.10	103	220.10
Pelham,	789	214,606 00	8	195	225	151	173	23	30	225	–	8	3	5	19.19	17.11	37.10
Plainfield,	652	286,006 00	10	130	167	97	116	21	37	124	–	10	6	4	28.11	29.16	58.07
Prescott,	643	253,561 00	6	131	162	103	132	15	35	155	–	6	3	2	18.12	15.06	33.18
South Hadley,	2,051	663,482 00	11	299	367	251	306	21	30	422	1	11	2	9	47.16	40.11	88.07
Southampton,	1,195	377,282 00	8	185	242	138	186	20	26	239	–	7	2	6	23.18	24.18	48.16
Ware,	3,498	1,108,228 00	15	628	599	464	492	49	75	641	2	13	7	8	63	41.10	104.10
Westhampton,	670	215,719 00	7	83	100	66	86	8	11	116	–	7	–	7	21.05	22.05	43.10
Williamsburg,	1,831	647,359 00	12	275	205	221	164	12	4	305	1	10	3	7	35.14	29	64.14
Worthington,	1,112	443,273 00	12	270	297	211	243	27	44	267	–	13	10	2	44	35.06	79.06
Totals,	35,485	$13,331,240 00	246	6,308	7,063	4,896	5,690	551	881	7,276	9	228	85	157	3.08	3	6.08

HAMPSHIRE COUNTY—Continued.

TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board, fuel and care of fires.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	Number of incorporat'd Academies.	Average No. Scholars in incorporated Acad's.	Aggregate paid for Tuition in incorporated Academies.	No. of unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's. and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund.	How appropriated.
Amherst, . .	$42 85	$18 66	$2,500 00	$23 00	$600 00	$36 00	–	1	35	$420 00	2	30	$2,000 00	$145 85	Schools.
Belchertown, .	27 32	16 20	1,800 00	229 50	–	–	–	–	–	–	4	84	228 00	–	Not received.
Chesterfield, .	23 00	14 67	700 00	385 00	607 00	36 42	–	–	–	–	1	70	50 00	–	"
Cummington, .	18 75	13 66	600 00	300 00	–	–	$150 00	–	–	–	1	30	100 00	47 29	Schools.
Easthampton, .	25 00	12 00	800 00	160 00	–	–	–	1	190	3,000 00	2	30	350 00	49 95	"
Enfield, . .	34 00	13 00	800 00	–	–	–	–	–	–	–	2	65	120 00	51 96	Pay State Tax.
Goshen, . .	28 00	16 42	400 00	207 00	–	–	–	–	–	–	–	–	–	23 98	Schools.
Granby, . .	28 00	16 50	1,000 00	61 00	–	–	–	–	–	–	1	30	240 00	44 40	"
Greenwich, .	25 61	12 54	700 00	–	–	–	–	–	–	–	–	–	–	31 52	"
Hadley, . .	33 27	18 12	1,800 00	–	15,000 00	900 00	–	1	50	700 00	2	25	180 00	96 71	"
Hatfield, . .	37 50	19 90	1,200 00	–	–	–	–	–	–	–	1	25	10 50	42 85	"
Huntington, .	25 00	15 36	600 00	285 45	–	–	–	–	–	–	3	70	150 00	52 61	"
Middlefield, .	21 68	13 91	500 00	408 00	–	–	90 00	–	–	–	1	10	60 00	38 41	"
Northampton, .	55 68	15 34	5,000 00	–	2,906 87	186 91	–	–	–	–	3	86	2,600 00	262 40	"
Pelham, . .	25 15	11 37	500 00	71 00	–	–	–	–	–	–	–	–	–	36 85	"
Plainfield, .	20 25	13 08	550 00	287 00	–	–	–	–	–	–	–	–	–	29 08	"
Prescott, . .	23 65	16 47	400 00	152 00	–	–	–	–	–	–	–	–	–	44 62	"
South Hadley, .	47 46	16 52	2,000 00	–	–	–	–	–	–	–	1	40	190 00	91 69	"
Southampton, .	24 00	14 41	700 00	22 00	2,000 00	90 00	–	1	30	223 25	–	–	–	51 50	"
Ware, . .	43 00	17 08	2,700 00	–	–	–	–	–	–	–	1	15	90 00	123 43	"
Westhampton, .	–	12 57	500 00	131 00	–	–	–	–	–	–	1	16	120 00	29 30	"
Williamsburg, .	35 75	16 27	1,200 00	299 25	–	–	–	–	–	–	2	75	85 00	70 60	"
Worthington, .	26 00	15 50	675 00	653 70	1,848 67	110 92	146 98	–	–	–	3	–	242 50	61 27	"
Totals, . .	$29 17	$15 20	$27,625 00	3,674 90	$22,962 54	$1,360 25	$386 98	4	305	$4,343 25	31	701	$6,816 00	$1,426 27	

HAMPDEN COUNTY.

TOWNS.	Population—State Census—1855.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who attend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
											Summer.		Winter.				
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
Agawam,*	1,543	– –	9	239	287	174	229	26	22	321	–	9	5	4	39.16	32	71.16
Blandford,	1,271	$516,896 00	15	241	282	183	200	28	65	279	–	14	6	6	47.10	31	78.10
Brimfield,	1,343	672,008 00	10	212	294	172	248	15	35	269	–	9	7	3	31	31	62
Chester,	1,255	423,265 00	13	231	300	170	238	12	41	262	–	9	5	8	40.05	38.11	78.16
Chicopee,	7,576	3,442,597 00	20	1,374	1,262	887	1,005	59	125	1,433	3	26	3	26	128	68	196
Granville,	1,316	384,110 00	11	259	242	146	197	29	22	260	–	11	4	7	47.10	33	80.10
Holland,	392	141,897 00	4	89	88	60	70	6	11	87	–	4	2	2	10	10	20
Holyoke,	4,639	1,812,854 00	14	681	665	460	450	20	36	768	2	13	5	10	72.07	67.08	139.15
Longmeadow,	1,348	845,966 00	11	209	281	167	235	18	45	238	1	10	6	6	36	40.02	76.02
Ludlow,	1,191	459,837 00	10	209	286	158	219	30	28	257	–	9	3	7	32.10	31.05	63.15
Monson,	2,942	916,185 60	17	412	511	295	415	32	71	537	–	16	8	10	61	51.15	112.15
Montgomery,	413	159,691 00	5	90	75	56	52	5	12	96	–	5	–	4	20.10	10.10	31
Palmer,	4,012	1,208,435 67	21	870	870	654	710	40	53	774	2	21	8	10	73.11	67.17	141.08
Russell,	677	167,528 00	7	118	123	81	82	10	4	109	–	7	–	6	24	19	43
Southwick,†	1,130	525,318 00	10	287	341	217	235	13	70	242	1	9	5	5	45.05	42.15	88
Springfield,	13,788	6,375,453 50	35	2,285	2,534	1,732	1,807	25	150	2,641	6	46	8	46	183.10	183.10	367
Tolland,	603	202,555 00	8	112	95	84	79	14	17	123	–	8	–	4	27.10	13	40.10
Wales,	713	217,938 00	6	140	162	105	131	23	25	153	–	5	3	3	12.15	15.10	28.05
Westfield,	4,575	1,563,758 00	24	869	986	670	733	42	49	920	1	23	5	20	102.11	85.11	188.02
W. Springfield,	2,090	1,661,640 50	11	321	380	219	283	18	39	395	–	9	2	9	32.15	41.15	74.10
Wilbraham,	2,035	923,287 50	13	378	442	277	332	30	33	456	–	13	8	5	53.18	49.07	103.05
Totals,	54,852	$22,621,220 77	274	9,626	10,506	6,967	7,950	495	953	10,620	16	276	93	201	4.02	3.10	7.12

* Valuation included in W. Springfield. † No Returns. Abstract taken from last Returns made.

HAMPDEN COUNTY—Continued.

TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board, fuel and care of fires.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	Number of incorporat'd Academies.	Average No. Scholars in incorporated Acad's.	Aggregate paid for Tuition in incorporat'd Academies.	No. of unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's. and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund.	How appropriated.
Agawam,* .	$21 70	$15 94	$1,025 00	$100 00	–	–	–	–	–	–	1	20	$120 00	–	Schools.
Blandford, .	23 10	16 00	600 00	715 00	$2,300 00	$138 00	$194 16	–	–	–	1	26	105 00	$68 15	"
Brimfield, .	28 09	16 00	1,200 00	32 00	–	–	–	1	40	$20 00	–	–	–	56 39	"
Chester, . .	27 80	16 56	700 00	718 00	600 00	36 00	–	–	–	–	3	53	119 00	67 71	"
Chicopee, .	69 94	18 68	7,030 58	–	–	–	617 42	–	–	–	–	–	–	292 82	"
Granville, .	24 80	14 00	550 00	285 00	–	–	198 00	–	–	–	3	67	250 00	64 82	"
Holland, . .	15 50	9 60	200 00	38 75	222 22	13 33	–	–	–	–	–	–	–	17 32	"
Holyoke, . .	57 03	17 19	3,800 00	400 00	–	–	–	1	–	–	1	20	100 00	167 61	"
Longmeadow, .	36 00	16 00	1,600 00	169 00	1,131 00	43 86	–	–	–	–	2	19	1,000 00	51 95	"
Ludlow, . .	26 33	15 81	800 00	315 00	–	–	–	–	–	–	1	25	90 00	57 72	"
Monson, . .	32 14	16 18	1,600 00	393 83	–	–	–	1	97	1,749 85	–	–	–	112 78	"
Montgomery, .	–	14 16	350 00	52 00	–	–	–	–	–	–	–	–	–	17 98	"
Palmer, . .	33 84	16 96	2,525 00	209 57	825 00	49 50	–	–	–	–	3	86	105 00	168 72	"
Russell, . .	–	16 00	325 00	97 00	–	–	25 00	–	–	–	–	–	–	22 42	"
Southwick,† .	25 67	11 17	–	409 00	15,618 01	937 08	–	–	–	–	1	39	–	–	Not received.
Springfield, .	64 80	18 27	16,451 00	–	7,032 67	420 46	312 25	–	–	–	7	–	–	521 48	Schools.
Tolland, . .	–	13 12	300 00	450 00	–	–	53 00	–	–	–	–	–	–	31 97	"
Wales, . .	16 71	12 00	400 00	5 00	–	–	–	–	–	–	–	–	–	30 41	"
Westfield, .	31 80	18 20	3,200 00	354 00	5,000 00	300 00	–	1	90	1,000 00	1	20	100 00	201 35	"
W. Springfield,	37 00	15 97	1,072 09	27 00	13,500 00	810 00	–	–	–	–	1	20	90 00	152 07	"
Wilbraham, .	27 00	17 00	1,300 00	700 00	–	–	135 00	1	314	4,575 00	–	–	–	112 78	"
Totals, . .	$28 54	$15 47	$45,028 67	5,470 15	$46,228 90	$2,748 23	$1,534 83	5	541	$7,344 85	25	395	$2,079 0	$2,216 45	

* Income of School Fund included in W. Springfield. † No Returns. Abstract taken from last Returns made.

FRANKLIN COUNTY.

TOWNS.	Population — State Census, 1855.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who attend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
											Summer.		Winter.				
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
Ashfield,	1,342	$525,901 00	14	360	310	205	266	38	72	293	–	14	4	10	41.10	41.08	82.18
Bernardston,	908	375,366 00	6	185	204	149	164	13	36	222	–	6	4	2	18.06	18	36.06
Buckland,	1,614	227,773 00	11	304	355	235	277	35	57	326	–	10	4	7	29.15	29.05	59
Charlemont,	1,113	361,311 00	9	198	223	139	181	12	45	256	–	8	4	5	21	29	50
Coleraine,	1,604	642,893 00	18	391	420	237	344	40	49	370	–	16	5	13	47	50	97
Conway,	1,784	679,492 00	15	320	357	252	301	25	44	359	–	14	5	10	45.05	42.14	87.19
Deerfield,	2,768	1,009,306 00	16	450	453	346	369	31	45	524	–	16	4	11	64.15	47.16	112.11
Erving,	471	154,821 00	4	83	90	65	75	12	20	58	–	3	–	4	9.12	12.14	22.06
Gill,	733	293,207 00	6	158	190	131	159	18	34	164	–	6	1	5	20.07	17.17	38.04
Greenfield,	2,945	1,072,889 00	11	453	544	376	416	25	62	878	2	13	4	11	41.05	40.10	81.15
Hawley,	774	273,212 00	11	110	177	90	149	8	48	183	–	6	6	2	17	21	38
Heath,	741	263,640 00	9	166	183	120	154	15	33	170	–	9	6	–	31.19	20.13	52.12
Leverett,	982	266,704 00	8	206	239	166	202	30	43	202	–	8	3	5	23.06	24.08	47.14
Leyden,	653	199,268 00	5	140	198	116	149	12	34	161	–	5	2	3	15.05	13.15	29
Monroe,	217	60,538 00	4	54	87	43	58	3	12	62	–	3	–	4	5.10	18.02	23.12
Montague,	1,509	447,222 00	13	284	419	243	324	32	68	344	–	12	7	6	37.10	38.05	75.15
New Salem,	1,221	410,657 00	12	281	313	232	253	32	51	294	–	12	4	8	27.19	27.02	55·01
Northfield,	1,951	726,681 00	15	354	403	274	320	27	54	427	1	14	2	13	45.17	48.12	94.09
Orange,	1,753	686,974 00	14	343	428	274	350	48	83	379	–	14	5	9	33.10	33	66.10
Rowe,	601	215,432 00	7	134	186	111	150	3	36	164	–	6	2	5	19.01	27.01	46.02
Shelburne,	1,401	470,874 00	11	208	219	165	182	12	21	253	–	11	2	8	35.16	30.11	66.07

Shutesbury, .	939	248,125 00	10	188	246	149	246	24	47	226	–	9	5	–	22.10	24.07	46.17
Sunderland, .	839	316,442 00	7	163	208	133	189	12	49	176	–	6	2	5	22.10	19.10	42
Warwick, .	1,002	454,605 00	10	208	247	190	210	23	41	218	–	9	3	7	25.02	28.10	53.12
Wendell, . .	738	389,204 00	10	124	221	98	160	14	38	165	–	5	–	9	12.05	23.09	35.14
Whately, . .	1,052	438,772 00	7	184	214	145	181	16	71	193	1	6	2	5	25.12	21	46.12
Totals, . .	31,655	11,211,309 00	263	6,049	7,134	4,684	5,829	560	1,193	7,087	4	241	86	167	2.16	2.17	5.13

FRANKLIN COUNTY—Continued.

TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board, fuel and care of fires.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools that may be so appropriated or not.	Number of incorporated Academies.	Average No. of Scholars in incorporated Acad's.	Aggregate paid for Tuition in incorporated Academies.	No. of unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund.	How appropriated.
Ashfield,	$28 00	$15 00	$1,000 00	$500 00	$944 83	$56 69	–	1	40	$150 00	–	–	–	$69 45	Schools.
Bernardston,	27 00	15 63	500 00	223 50	716 66	43 00	–	1	53	517 00	–	–	–	45 95	"
Buckland,	25 80	14 25	800 00	–	916 00	54 96	–	–	–	–	–	–	–	72 82	"
Charlemont,	28 42	16 94	700 00	333 00	–	–	$48 00	–	–	–	1	28	$120 00	59 27	"
Coleraine,	24 00	13 00	1,224 00	650 00	–	–	–	–	–	–	2	35	90 00	95 24	"
Conway,	29 95	15 31	1,200 00	550 00	–	–	–	1	56	900 00	–	–	–	95 00	"
Deerfield,	31 75	18 58	1,964 97	570 00	10,000 00	600 00	–	1	40	560 00	2	30	380 00	119 66	"
Erving,	–	18 85	400 00	–	–	–	53 00	–	–	–	–	–	–	19 98	"
Gill,	20 00	16 44	500 00	129 00	–	–	–	–	–	–	–	–	–	34 63	"
Greenfield,	52 25	17 75	3,200 00	200 00	–	–	–	–	–	–	2	20	–	118 33	"
Hawley,	22 00	14 00	500 00	310 00	400 00	24 00	–	–	–	–	–	–	–	45 51	"
Heath,	19 04	12 09	600 00	255 00	–	–	–	–	–	–	1	30	100 00	39 74	"
Leverett,	26 66	14 50	600 00	236 00	–	–	–	–	–	–	–	–	–	46 18	"
Leyden,	26 00	16 72	400 00	248 00	–	–	–	–	–	–	2	20	–	35 52	"
Monroe,	–	14 75	124 00	103 50	207 00	12 42	12 00	–	–	–	–	–	–	10 43	"
Montague,	28 15	15 77	1,200 00	180 00	–	–	170 00	–	–	–	1	50	–	76 37	"
New Salem,	23 81	14 57	800 00	55 00	–	–	–	1	60	840 00	–	–	–	67 71	"
Northfield,	21 62	13 96	1,200 00	129 00	400 00	24 00	66 00	1	30	480 00	1	12	80 00	94 79	"
Orange,	26 50	14 90	1,200 00	–	–	–	–	–	–	–	5	159	244 00	77 48	"
Rowe,	25 48	15 37	500 00	139 50	200 00	12 00	–	–	–	–	1	39	136 00	33 08	"
Shelburne,	30 00	15 00	950 00	150 00	–	–	–	1	120	2,600 00	–	–	–	60 38	"

Shutesbury,	26 37	14 55	600 00	179 00	279 00	16 78	–	–	–	–	–	–	–	47 51	"
Sunderland,	31 50	16 07	700 00	40 00	–	–	–	–	–	–	1	16	60 00	39 96	"
Warwick,	24 67	16 37	800 00	700 00	500 00	30 00	–	–	–	–	1	25	104 75	46 84	"
Wendell,	–	15 42	500 00	5 00	690 00	41 40	–	–	–	–	2	35	65 00	39 52	"
Whately,	30 00	16 06	800 00	45 00	–	–	–	–	–	–	–	–	–	47 29	"
Totals,	$24 19	$15 46	$22,962 97	5,930 50	$15,253 49	$915 25	$349 00	7	399	$6,047 00	22	439	$1,379 75	$1,538 64	

BERKSHIRE COUNTY.

TOWNS.	Population — State Census, 1855.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who attend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
											Summer.		Winter.				
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
Adams,	6,980	$1,724,484 00	28	1,000	1,087	700	788	53	88	1,411	1	26	11	19	83.07	120.08	203.15
Alford,	526	219,734 60	4	122	97	77	73	7	7	133	–	4	2	1	21.03	8.06	29.09
Becket,	1,472	313,915 00	11	199	304	137	226	34	33	364	–	9	5	5	36.14	31.01	67.15
Cheshire,	1,532	516,586 50	10	299	329	208	216	28	39	289	–	10	6	3	41.05	32.14	73.19
Clarksburg,	424	94,835 00	4	78	91	52	66	6	6	105	–	4	2	2	10.15	11.10	22.05
Dalton,	1,064	451,247 00	7	188	205	137	154	6	10	233	–	6	2	5	25	21	46
Egremont,	992	453,165 00	5	202	217	136	159	21	37	187	–	5	4	1	25	19.18	44.18
Florida,	612	145,049 00	8	143	166	122	118	11	37	137	–	7	3	5	15.04	17.11	32.15
Gt. Barrington,	3,449	1,288,176 00	15	601	579	370	422	48	33	659	–	16	4	12	70.19	52.16	123.15
Hancock,	848	355,151 00	10	120	157	90	113	14	12	192	1	6	5	3	25.16	30.16	56.12
Hinsdale,	1,361	403,324 00	8	203	248	140	184	22	19	310	–	8	1	6	25.05	27.10	52.15
Lanesborough,	1,235	501,445 00	8	231	247	141	155	17	26	306	1	5	2	7	25.10	23	48.10
Lee,	4,226	966,320 00	13	832	789	540	542	85	92	962	1	13	3	12	75.05	60.15	136
Lenox,	1,921	524,500 90	8	300	312	191	231	7	20	431	–	8	6	2	35.08	27.10	62.18
Monterey,	823	227,960 00	8	160	192	115	146	17	18	185	–	8	–	8	29.18	25	54.18
Mt. Washington,	344	93,402 00	3	77	76	44	44	–	–	88	–	3	1	2	15.05	10	25.05
New Ashford,	195	99,966 00	1	34	30	20	18	4	7	42	–	1	1	–	4	4	8
N. Marlborough,	1,647	495,871 00	12	368	357	237	250	33	53	346	–	10	6	5	58.01	37.11	95.12
Otis,	1,018	319,400 00	9	198	184	141	137	22	26	216	–	9	4	3	33	20	53
Peru,	487	197,142 00	7	114	97	73	70	12	11	94	–	7	2	3	22	14.16	36.16
Pittsfield,	6,501	2,660,744 60	25	1,312	1,152	893	845	51	92	1,291	3	26	4	21	96	86	182
Richmond,	970	367,058 00	6	194	194	127	134	34	15	215	–	6	–	6	28	21.10	49.10

Sandisfield, .	1,615	463,328 00	15	316	346	236	251	36	33	316	—	14	4	11	66	50.05	116.05
Savoy, . .	919	171,936 00	9	176	179	134	135	16	37	194	—	9	4	3	32.03	21.12	53.15
Sheffield, . .	2,624	1,108,145 00	14	522	557	330	370	50	76	638	—	14	10	4	76.19	61.14	138.13
Stockbridge, .	2,058	733,871 40	9	313	307	206	209	15	30	471	—	9	5	4	38	32.05	70.05
Tyringham, . .	710	239,086 00	7	135	140	100	100	22	15	152	—	7	3	3	25	20	45
Washington, .	1,068	236,195 00	9	216	147	135	95	12	8	280	—	9	2	5	30	18.09	48.09
W. Stockbridge,	1,736	541,186 00	7	319	325	177	218	19	49	365	—	7	6	1	32.16	26.13	59.09
Williamstown, .	2,529	973,309 00	16	505	490	339	362	38	35	637	—	15	11	5	53	52.15	105.15
Windsor, . .	905	298,619 00	10	239	229	178	165	18	43	223	—	10	9	1	28.16	26.06	55.02
Totals, . .	52,791	$17,197,607 00	306	9,716	9,830	6,526	6,996	758	1,007	11,472	7	291	128	168	3.17	3.06	7.03

BERKSHIRE COUNTY—Continued.

TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board, fuel and care of fires.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	Number of incorporat'd Academies.	Average No. Scholars in incorporated Acad's.	Aggregate paid for Tuition in incorporated Academies.	No. of unincorporated Academies and Private Schools.	Average No. Scholars in unincorporat'd Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund.	How appropriated.
Adams,	$32 00	$14 44	$2,828 00	$888 00	$3,333 33	$200 00	–	–	–	–	18	152	$1,029 00	$292 60	Schools.
Alford,	24 00	13 25	300 00	70 75	–	–	–	–	–	–	1	20	160 00	–	Not received.
Becket,	29 48	18 12	600 00	585 00	1,200 00	48 00	$41 55	–	–	–	1	50	48 00	64 38	Schools.
Cheshire,	26 71	14 33	1,000 00	416 00	–	–	–	–	–	–	1	25	150 00	68 15	"
Clarksburg,	23 50	11 83	200 00	152 52	357 00	21 42	–	–	–	–	–	–	–	23 31	"
Dalton,	24 00	16 00	600 00	364 00	–	–	60 00	–	–	–	1	6	48 00	60 85	"
Egremont,	25 62	18 29	625 00	305 00	–	–	–	1	14	$280 00	–	–	–	51 95	"
Florida,	26 33	13 11	350 00	137 00	190 00	11 40	–	–	–	–	–	–	–	57 07	"
Gt. Barrington,	23 26	16 35	1,500 00	27 50	960 00	57 60	–	1	40	800 00	4	86	2,080 00	162 73	"
Hancock,	21 20	12 56	500 00	429 00	200 00	12 00	–	–	–	–	1	15	300 00	41 07	"
Hinsdale,	30 00	15 55	675 00	250 00	247 00	14 82	–	1	166	663 89	2	35	42 00	60 16	"
Lanesborough,	26 00	14 33	900 00	50 00	1,588 83	95 33	–	–	–	–	3	25	475 00	73 70	"
Lee,	50 29	20 93	3,561 80	155 50	1,608 33	96 50	198 24	–	–	–	2	25	420 00	198 24	"
Lenox,	28 00	19 00	800 00	625 00	3,000 00	180 00	–	1	30	540 00	1	15	1,000 00	83 92	"
Monterey,	–	15 25	400 00	467 00	612 20	36 73	67 40	–	–	–	1	12	47 00	38 40	"
Mt. Washington,	20 00	14 20	100 00	236 00	100 00	6 00	–	–	–	–	–	–	–	15 98	"
New Ashford,	22 00	17 00	100 00	86 00	–	–	–	–	–	–	–	–	–	8 88	"
N. Marlborough,	26 70	13 35	750 00	275 00	–	–	327 55	–	–	–	–	–	–	74 60	"
Otis,	23 50	17 56	600 00	338 00	–	–	–	–	–	–	1	18	84 00	42 85	"
Peru,	18 00	15 00	310 00	215 00	–	22 25	–	–	–	–	–	–	–	24 64	"
Pittsfield,	48 24	18 75	4,669 66	176 00	–	–	–	–	–	–	4	300	8,000 00	330 34	"
Richmond,	–	14 33	400 00	251 14	–	–	–	–	–	–	1	15	60 00	46 40	"

Sandisfield, .	26 00	13 96	900 00	860 00	1,290 00	77 40	138 00	–	–	–	–	–	–	68 60	"
Savoy, . .	22 97	12 96	388 00	387 22	1,297 00	77 82	–	–	–	–	1	16	13 00	47 51	"
Sheffield, .	29 25	17 22	1,600 00	768 00	4,179 00	250 74	128 76	1	–	–	4	52	1,000 00	128 76	"
Stockbridge, .	24 25	15 50	1,000 00	210 00	3,000 00	174 00	–	1	47	875 00	8	103	3,920 00	93 24	"
Tyringham, .	24 00	15 00	500 00	300 00	–	–	–	–	–	–	–	–	–	39 96	"
Washington, .	20 00	15 00	450 00	305 00	–	–	–	–	–	–	–	–	–	49 95	"
W. Stockbridge,	27 61	14 50	900 00	30 00	1,184 00	71 04	–	–	–	–	2	35	420 00	71 04	"
Williamstown, .	24 03	15 46	2,000 00	375 75	816 75	49 00	–	–	–	–	3	69	1,760 00	146 30	"
Windsor, . .	22 45	12 97	500 00	145 00	600 00	36 00	–	–	–	–	1	25	115 00	49 28	"
Totals, . .	$24 82	$15 36	$30,007 46	9,880 38	$25,763 44	$1,538 05	$961 50	6	297	$3,158 89	61	1099	$21,171 00	$2,514 86	

NORFOLK COUNTY.

TOWNS.	Population — State Census, 1855.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who attend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
											SUMMER.		WINTER.				
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
Bellingham,	1,413	$517,797 87	11	299	334	243	260	30	39	307	–	9	5	6	23.10	30	53.10
Braintree,	3,472	1,054,783 30	14	704	704	510	525	57	45	739	1	13	9	5	66.02	50.10	116.12
Brookline,	3,740	5,436,854 50	11	525	557	422	409	46	35	721	3	10	3	10	45	45	90
Canton,	3,115	1,387,372 75	11	618	583	469	445	57	33	650	1	11	3	8	58.05	40.15	99
Cohasset,	1,879	746,872 68	9	406	440	291	330	21	35	400	1	8	3	7	44.15	40	84.15
Dedham,	5,640	2,999,518 87	20	1,028	1,044	746	802	32	92	900	5	18	8	14	103.15	102.02	205.17
Dorchester,	8,357	6,785,916 46	23	1,491	1,524	1,163	1,226	64	69	1,966	7	27	8	27	138	138	276
Dover,	745	295,704 00	4	110	131	87	103	9	14	124	–	4	1	3	15	12.16	27.16
Foxborough,	2,570	648,072 75	9	464	472	402	395	42	103	450	1	9	3	7	35.13	30.05	65.18
Franklin,	2,043	648,436 00	10	350	380	290	297	39	67	389	–	11	5	5	28.10	31	59.10
Medfield,	1,026	459,846 00	5	153	204	136	181	11	31	183	–	4	3	2	14	17.18	31.18
Medway,	3,230	867,176 00	13	550	738	436	608	34	74	633	–	11	6	8	35.15	52.15	88.10
Milton,	2,656	1,733,127 00	9	485	470	348	331	15	35	499	4	5	5	4	45	45	90
Needham,	2,403	799,789 75	12	421	466	308	323	21	48	433	–	8	6	6	32.05	39.07	71.12
Quincy,	5,921	2,085,625 38	18	1,179	1,114	897	838	42	49	1,230	6	13	6	13	94.10	108	202.10
Randolph,	5,538	1,663,428 25	17	1,004	928	729	632	90	59	1,199	1	17	9	8	80.17	50.19	131.16
Roxbury,	18,477	13,613,731 50	61	3,070	3,137	2,782	2,835	14	167	3,822	6	55	6	55	366	366	732
Sharon,	1,331	548,452 25	6	283	297	221	217	16	48	308	–	7	4	2	25	22.12	47.12
Stoughton,	4,369	1,093,296 00	13	806	799	592	597	81	85	851	1	13	7	7	53.15	52.05	106
Walpole,	1,935	812,984 50	8	327	377	256	309	10	28	371	–	8	1	8	25	39	64
West Roxbury,*	4,813	– –	16	893	846	582	629	55	93	798	4	17	4	17	84	96	180
Weymouth,	6,530	1,714,014 75	23	1,278	1,277	965	951	178	125	1,245	2	20	11	13	135.15	84.15	220.10
Wrentham,	3,245	1,121,721 00	20	676	707	555	593	51	100	727	2	18	12	8	56.06	52.07	108.13
Totals,	94,448	$47,034,521 56	343	17,120	17,529	13,430	13,836	1,015	1,474	18,945	45	316	128	243	4.14	4.10	9.04

* Valuation included in Roxbury.

NORFOLK COUNTY—Continued.

TOWNS	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board, fuel and care of fires.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	Number of incorporated Academies.	Average No. of Scholars in incorporated Acad's.	Aggregate paid for Tuition in incorporated Academies.	No. of unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund.	How appropriated.
Bellingham,	$33 40	$17 06	$1,000 00	–	$418 16	$25 08	$140 63	–	–	–	2	45	$96 00	$65 27	Schools.
Braintree,	38 36	26 21	2,700 00	–	11,100 00	681 00	–	1	25	$525 00	2	46	160 00	169 83	"
Brookline,	113 33	33 25	9,200 00	–	–	–	–	–	–	–	4	60	3,800 00	112 78	"
Canton,	43 63	21 83	2,500 00	$121 50	–	–	–	–	–	–	–	–	–	132 76	"
Cohasset,	45 29	13 70	2,000 00	–	1,000 00	50 00	–	–	–	–	–	–	–	81 70	"
Dedham,	61 38	21 65	8,695 00	–	1,040 00	62 40	60 00	–	–	–	2	45	844 00	192 03	"
Dorchester,	74 40	25 07	16,403 84	–	13,512 41	798 02	–	–	–	–	4	110	1,730 00	412 25	"
Dover,	28 00	17 76	600 00	–	–	–	–	–	–	–	–	–	–	26 20	"
Foxborough,	47 74	22 39	2,000 00	135 40	–	–	–	–	–	–	–	–	–	96 35	"
Franklin,	32 40	20 50	1,600 00	–	–	–	–	–	–	–	2	60	150 00	92 80	"
Medfield,	44 20	19 33	800 00	–	3,760 00	225 60	–	–	–	–	–	–	–	39 96	"
Medway,	51 17	22 00	3,000 00	–	200 00	12 00	–	–	–	–	1	50	400 00	142 97	"
Milton,	43 88	25 80	3,500 00	–	–	–	–	1	28	1,080 00	3	53	3,950 00	108 10	"
Needham,	41 33	20 00	2,010 00	–	1,500 00	90 00	–	–	–	–	–	–	–	92 35	"
Quincy,	60 88	21 73	7,550 00	87 00	1,250 00	75 00	–	–	–	–	2	30	250 00	257 30	"
Randolph,	43 41	18 75	3,500 00	–	11,000 00	1,192 00	–	–	–	–	4	88	875 00	251 75	"
Roxbury,	108 92	25 25	32,302 74	–	69,179 46	3,344 50	–	–	–	–	16	450	7,000 00	834 72	"
Sharon,	41 00	20 25	1,100 00	–	3,613 00	162 78	120 00	–	–	–	–	–	–	52 39	"
Stoughton,	44 67	21 99	3,500 00	50 00	–	–	–	–	–	–	1	25	500 00	178 93	"
Walpole,	42 00	24 00	2,000 00	35 00	–	–	–	–	–	–	–	–	–	85 25	Town expenses
West Roxbury,	93 75	28 18	9,000 00	–	45,000 00	2,700 00	–	1	45	–	6	94	8,000 00	166 72	Gen'l purposes.
Weymouth,	46 45	19 80	5,500 00	–	–	252 00	–	–	–	–	2	16	260 00	276 60	Schools.
Wrentham,	35 00	19 56	2,500 00	10 00	2,001 70	120 10	341 80	1	22	230 00	–	–	–	159 84	"
Totals,	$52 81	$22 00	$122,961 58	$438 90	$164,574 73	$9,790 48	$662 43	4	120	$1,835 00	51	1172	$28,015 00	$4,028 85	

BRISTOL COUNTY.

TOWNS.	Population — State Census, 1855.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who attend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
											Summer.		Winter.				
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
Attleborough,	5,451	$1,038,000 00	28	897	921	694	713	49	73	979	2	29	9	20	114.05	104.05	218.10
Berkley,	924	261,405 00	7	136	233	100	189	12	37	224	–	4	4	3	12	23	35
Dartmouth,	3,658	2,279,942 00	26	714	750	473	543	36	73	917	–	25	10	16	109.04	97	206.04
Dighton,	1,729	517,487 00	11	289	404	225	326	28	42	379	–	10	7	4	31	31.12	62.12
Easton,	2,748	707,887 00	11	502	573	410	450	36	62	560	1	11	7	5	25.05	27.13	52.18
Fairhaven,	4,693	3,248,990 00	23	1,095	1,108	802	872	75	143	1,099	3	28	13	17	115.12	103.01	218.13
Fall River,	12,680	6,091,250 00	31	2,271	2,418	1,659	1,763	23	442	2,738	4	44	11	38	145.15	147	292.15
Freetown,	1,585	565,096 00	10	347	390	246	276	35	50	360	–	9	3	7	38	36.17	74.17
Mansfield,	2,119	378,902 00	9	409	411	310	322	45	58	415	1	8	5	5	26	28.02	54.02
New Bedford,	20,389	14,489,266 00	38	3,094	3,158	2,695	2,787	236	448	3,627	8	75	13	79	195.05	195.05	390.10
Norton,	1,894	714,021 00	8	354	404	271	336	20	59	402	–	9	6	4	21.07	21.07	42.14
Pawtucket,	4,132	916,587 00	10	607	590	437	429	49	43	867	2	12	2	12	40	60	100
Raynham,	1,634	514,908 00	7	325	358	260	277	33	60	325	–	7	6	1	20	20.04	40.04
Rehoboth,	2,107	689,206 00	15	310	465	231	378	36	95	460	–	11	10	5	33.07	39.13	73
Seekonk,	2,304	695,324 00	14	413	433	314	339	33	65	496	–	13	4	9	44.04	42.08	86.12
Somerset,	1,339	463,495 00	5	251	269	170	180	20	31	243	1	6	3	4	16.15	23.15	40.10
Swanzey,	1,467	544,232 00	10	96	292	69	225	12	38	300	–	3	5	4	8.10	29.16	38.06
Taunton,	13,750	3,701,472 00	42	2,361	2,422	1,699	1,758	172	186	2,922	5	44	21	31	203.17	194	397.17
Westport,	2,822	1,451,080 00	20	522	661	404	495	86	88	629	1	19	10	10	26.05	55.11	81.16
Totals,	87,425	$39,243,560 00	325	14,993	16,260	11,469	12,658	1,036	2,093	17,942	28	367	149	274	3.15	3.19	7.14

BRISTOL COUNTY—Continued.

TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board, fuel and care of fires.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	Number of incorporated Academies.	Average No. of Scholars in incorporated Acad's.	Aggregate paid for Tuition in incorporated Academies.	No. of unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund.	How appropriated.
Attleborough, .	$41 03	$22 28	$5,173 85	–	$11,700 00	$780 00	–	–	–	–	3	97	$1,030 00	$206 91	Schools.
Berkley, .	32 80	17 00	750 00	$65 00	–	–	–	–	–	–	–	–	–	43 73	"
Dartmouth,	26 60	17 33	3,500 00	363 00	–	–	–	–	–	–	1	112	500 00	189 81	"
Dighton, .	27 57	17 55	1,200 00	148 00	–	–	$100 00	–	–	–	–	–	–	85 03	"
Easton, .	36 44	18 79	1,500 00	60 00	–	–	–	–	–	–	–	–	–	117 88	"
Fairhaven,	50 67	19 29	7,500 00	–	–	–	–	–	–	–	1	16	1,000 00	247 09	"
Fall River,	72 25	22 00	14,000 00	–	–	–	–	–	–	–	7	175	1,750 00	603 40	"
Freetown,	36 00	20 09	1,500 00	–	–	–	–	–	–	–	6	120	400 00	77 92	Town Treas.
Mansfield,	37 33	24 46	1,462 46	100 00	1,000 00	70 00	–	–	–	–	–	–	–	93 68	Schools.
New Bedford, .	71 03	24 57	29,459 07	–	12,000 00	700 00	–	1	55	$5,500 00	19	384	9,998 00	787 10	"
Norton, .	34 84	31 96	1,500 00	–	–	–	–	1	120	4,600 00	1	40	40 00	85 25	"
Pawtucket,	70 00	18 33	3,300 00	27 50	–	–	–	–	–	–	2	45	140 00	202 24	"
Raynham,	33 61	17 77	1,000 00	–	–	–	–	–	–	–	5	23	186 00	73 49	"
Rehoboth,	26 00	16 60	1,000 00	249 00	–	–	139 35	–	–	–	3	20	50 00	91 46	"
Seekonk,	36 00	17 40	1,250 00	153 18	–	–	241 82	–	–	–	5	70	530 00	110 11	"
Somerset,	33 53	13 36	1,200 00	–	–	–	–	–	–	–	2	70	100 00	56 61	"
Swanzey,	25 14	13 74	800 00	105 00	–	–	–	–	–	–	4	87	160 00	62 16	"
Taunton, .	43 50	22 06	14,000 00	–	17,000 00	850 00	–	2	90	2,000 00	11	292	5,000 00	645 13	"
Westport,	30 61	15 04	2,000 00	360 50	–	–	284 18	–	–	–	1	102	486 67	146 52	"
Totals, .	$40 26	$19 45	$92,095 38	1,631 18	$41,700 00	$2400 00	$765 35	4	265	12,100 00	71	1653	$21,370 67	$3,925 52	

PLYMOUTH COUNTY.

TOWNS.	Population — State Census, 1855.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who attend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
											Summer.		Winter.				
				In Sum'r	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
Abington,	6,936	$1,466,878 00	26	1,373	1,370	1,109	1,027	128	103	1,233	5	23	5	26	109.10	109.10	219
Bridgewater,	3,363	1,222,351 00	15	576	583	455	457	67	90	573	–	15	8	7	58.15	41.12	100.07
Carver,	1,205	347,995 00	8	238	243	195	201	28	45	275	–	8	6	–	28.10	15.14	44.04
Duxbury,	2,620	1,076,363 00	13	445	476	342	351	55	48	521	–	13	4	9	59.15	45.10	105.05
E. Bridgewater,	2,932	814,600 00	11	611	566	473	438	76	69	548	–	12	6	3	46	38.05	84.05
Halifax,	789	255,884 00	5	162	170	132	130	14	30	189	–	5	5	–	11	13.08	24.08
Hanover,	1,674	550,089 00	8	312	304	249	243	24	30	336	–	8	3	5	37.05	25.01	62.06
Hanson,	1,231	376,786 00	9	256	215	194	171	25	30	237	–	9	3	4	32.05	18.05	50.10
Hingham,	4,256	1,570,886 00	12	649	709	526	522	72	22	824	5	8	5	8	78	78	156
Hull,	292	117,823 00	2	64	48	44	36	12	2	69	–	2	1	–	9	4	13
Kingston,	1,574	853,645 00	8	313	323	241	253	18	43	286	–	8	4	4	41.16	35	76.16
Lakeville,*	1,188	– –	10	227	259	274	206	18	41	240	–	11	2	7	25.11	21.08	46.19
Marion,†	969	– –	6	211	224	166	192	21	47	220	1	5	3	3	16.10	16.10	33
Marshfield,	1,876	643,191 00	9	322	358	245	284	12	54	378	–	9	5	4	34.06	32.03	66.09
Middleborough,	4,324	1,603,928 00	24	847	915	615	710	103	154	883	1	21	18	6	88.08	69.05	157.13
N. Bridgewater,	5,208	1,043,150 00	19	935	938	749	761	48	113	1,135	1	20	5	14	64.03	62.03	126.06
Pembroke,	1,500	440,917 00	8	237	285	183	208	17	51	273	–	8	4	4	28.18	29.10	58.08
Plymouth,	6,486	2,473,123 00	33	1,092	1,163	992	995	36	82	1,321	3	30	6	29	135	143	278
Plympton,	1,000	330,503 00	6	168	159	132	122	19	18	215	–	6	3	3	24.11	18	42.11
Rochester,	3,048	1,181,629 00	19	409	508	315	385	29	79	647	–	18	6	13	48.07	47.15	96.02
Scituate,	2,271	664,955 00	12	476	486	372	379	46	40	481	1	11	1	11	77.05	28	105.05

S. Scituate, .	1,791	747,414 00	9	320	342	245	271	28	43	346	–	9	2	7	49.15	30	79.15
Wareham, . .	3,246	901,603 00	13	631	644	508	490	75	54	773	2	11	10	3	46.04	41.18	88.02
W. Bridgewater	1,734	516,955 00	9	296	311	239	236	32	68	353	–	7	4	3	27.05	19.05	46.10
Totals, . .	61,513	$19,200,668 00	294	11,170	11,599	8,995	9,068	1,003	1,356	12,356	19	277	119	173	4	3.07	7.07

* Valuation included in Middleborough.

† Valuation included in Rochester.

PLYMOUTH COUNTY—Continued.

TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board, fuel and care of fires.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	Number of incorporated Academies.	Average No. of Scholars in incorporated Acad's.	Aggregate paid for Tuition in incorporated Academies.	No. of unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund.	How appropriated.
Abington,	$51 80	$19 00	$6,000 00	–	–	–	–	–	–	–	–	–	–	$270 40	Schools.
Bridgewater,	35 80	20 32	2,500 00	–	$300 00	$18 00	–	1	44	$748 00	1	20	$750 00	132 54	"
Carver,	35 15	14 56	650 00	$263 85	1,000 00	70 00	–	–	–	–	–	–	–	65 49	"
Duxbury,	34 65	19 71	2,100 00	16 00	20,000 00	1,200 00	$296 00	1	40	120 00	1	12	40 00	125 00	"
E. Bridgewater,	41 12	21 62	2,500 00	–	–	–	–	1	31	500 00	–	–	–	128 98	"
Halifax,	30 00	15 60	600 00	–	–	–	–	–	–	–	2	50	180 00	39 07	"
Hanover,	33 33	17 77	1,200 00	104 75	–	–	–	–	–	–	1	25	500 00	70 81	"
Hanson,	28 00	14 80	900 00	–	–	–	–	–	–	–	1	20	20 00	53 28	"
Hingham,	34 64	18 34	4,529 82	–	4,731 85	236 59	–	1	49	1,435 00	1	26	350 00	170 94	Town Treas.
Hull,	45 25	14 25	340 00	–	–	–	–	–	–	–	–	–	–	12 21	Schools.
Kingston,	40 58	21 02	2,000 00	–	–	–	–	–	–	–	1	16	800 00	63 94	"
Lakeville,	30 00	16 80	800 00	20 00	–	–	–	–	–	–	–	–	–	54 39	"
Marion,	40 23	20 00	1,000 00	–	–	–	–	–	–	–	7	190	241 00	44 84	Not received.
Marshfield,	36 80	15 69	1,500 00	–	–	–	–	–	–	–	6	75	240 00	80 14	Schools.
Middleborough,	31 00	15 09	3,500 00	607 00	–	–	–	1	240	4,000 00	3	40	600 00	194 69	"
N. Bridgewater,	38 62	22 65	3,500 00	–	249 53	17 73	–	–	–	–	1	–	–	249 53	"
Pembroke,	31 25	16 42	1,000 00	39 00	–	–	152 00	–	–	–	3	34	573 00	66 60	"
Plymouth,	60 70	25 24	8,600 00	30 00	–	–	–	–	–	–	5	65	730 00	291 71	"
Plympton,	31 67	17 08	600 00	225 25	–	–	–	–	–	–	2	62	1,000 00	47 51	"
Rochester,	35 80	16 50	2,000 00	250 00	–	–	–	–	–	–	3	625	2,250 00	144 74	"
Scituate,	52 14	16 17	2,000 00	54 00	–	–	–	–	–	–	–	–	–	104 78	"

South Scituate,	37 96	21 95	1,700 00	69 00	–	–	–	–	–	–	1	20	12 00	79 92	Schools.
Wareham, .	40 00	19 50	2,400 00	–	–	–	–	–	–	–	2	25	800 00	162 95	"
W. Bridgewater,	39 25	17 64	1,200 00	50 00	–	–	–	–	–	–	–	–	–	74 59	"
Totals, . .	$38 16	$18 24	$53,119 82	1,728 85	$26,281 38	$1,542 32	$448 00	5	404	$6,803 00	41	1305	$9,086 00	$2,729 05	

BARNSTABLE COUNTY.

TOWNS.	Population — State Census, 1855.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who attend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
											Summer.		Winter.				
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
Barnstable,	4,998	$1,522,871 00	31	391	1,190	301	991	26	171	1,056	–	9	9	18	36.19	91	127.19
Brewster,	1,525	334,827 45	7	261	293	181	220	9	45	297	–	7	2	5	27.18	25.18	53.16
Chatham,	2,560	484,718 25	13	486	484	268	336	53	63	592	–	13	11	2	61.10	29.10	91
Dennis,	3,497	798,934 14	16	820	856	504	606	44	92	821	2	14	11	6	98.15	47.10	146.05
Eastham,	808	185,714 50	5	138	176	89	152	3	26	161	–	5	4	1	17	16	33
Falmouth,	2,613	954,466 75	18	479	561	404	486	42	106	598	–	17	14	4	58	58	116
Harwich,	3,261	524,699 75	19	898	1,007	615	701	97	276	1,006	–	19	13	6	92	53	145
Orleans,	1,754	325,576 30	10	356	458	272	349	11	86	451	–	10	7	3	41	27.13	68.13
Provincetown,	3,096	1,043,135 00	8	586	715	472	625	50	45	648	4	10	5	13	22	28	50
Sandwich,	4,496	1,314,391 15	28	730	1,144	515	905	16	246	1,153	1	16	17	13	70	91.05	161.05
Truro,	1,917	367,199 50	11	341	538	282	447	24	135	445	–	7	7	4	28.05	37.14	65.19
Wellfleet,	2,325	294,228 00	12	568	586	350	490	34	147	562	–	12	8	6	66	36	102
Yarmouth,	2,592	746,587 95	10	383	520	278	436	5	123	574	1	6	3	7	21	34.10	55.10
Totals,	35,442	$8,897,349 74	188	6,437	8,528	4,531	6,744	414	1,561	8,364	8	145	111	88	3.08	3.01	6.09

BARNSTABLE COUNTY—Continued.

TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board, fuel and care of fires.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	Number of incorporat'd Academies.	Average No. Scholars in incorporated Acad's.	Aggregate paid for Tuition in incorporated Academies.	No. of unincorporated Academies and Private Schools.	Average No. Scholars in unincorporat'd Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund.	How appropriated.
Barnstable, .	$43 00	$24 00	$3,750 00	$761 00	–	–	$580 41	–	–	–	2	89	$700 00	$238 87	Schools.
Brewster, .	33 50	18 00	1,000 00	67 00	–	–	–	–	–	–	2	60	122 00	67 49	"
Chatham, .	30 31	12 71	1,400 00	195 40	–	–	–	–	–	–	3	80	960 00	118 77	"
Dennis, .	34 84	17 98	1,500 00	1552 00	–	–	–	–	–	–	2	50	525 00	189 37	"
Eastham, .	35 00	26 00	600 00	–	–	–	60 00	–	–	–	1	–	–	35 74	No return.
Falmouth, .	31 61	15 55	2,000 00	433 21	–	–	321 61	1	33	$850 00	–	–	–	127 43	Schools.
Harwich, .	33 20	15 12	2,000 00	1947 52	–	–	–	1	45	800 00	1	40	600 00	213 12	"
Orleans, .	32 36	17 83	1,200 00	268 00	$400 00	$24 00	–	–	–	–	2	51	524 00	100 12	"
Provincetown, .	54 00	14 00	3,815 00	–	–	–	–	–	–	–	2	30	300 00	152 96	"
Sandwich, .	45 14	19 67	4,500 00	168 00	3,000 00	180 00	376 00	1	–	–	11	289	1,751 00	252 86	"
Truro, .	40 57	14 00	1,450 00	–	–	–	–	–	–	–	1	45	500 00	134 75	"
Wellfleet, .	42 00	17 72	2,500 00	–	–	–	43 52	–	–	–	–	–	–	122 10	"
Yarmouth, .	50 00	18 77	2,000 00	75 00	–	–	–	–	–	–	7	31	360 00	122 32	"
Totals, . .	$38 89	$17 80	$27,715 00	5467 13	$3,400 00	$204 00	$1,381 54	3	78	$1,650 00	34	765	$6,342 00	$1875 90	

DUKES COUNTY.

TOWNS.	Population — State Census, 1855.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who attend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NO. OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
											Summer.		Winter.				
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
Chilmark, .	676	$471,365 00	3	–	141	–	116	1	37	152	–	–	3	1	–	11.15	11.15
Edgartown, .	1,898	670,834 00	9	405	415	315	324	5	60	388	3	9	6	7	25	29	54
Tisbury, . .	1,827	555,806 00	9	400	414	323	330	21	37	382	3	8	3	8	27	36	63
Totals, . .	4,401	$1,698,005 00	21	805	970	638	770	27	134	922	6	17	12	16	2.10	3.13	6.03

NANTUCKET COUNTY.

Nantucket, .	8,064	$4,595,362 00	15	1,209	1,166	940	912	2	181	1,428	5	27	6	26	75.15	75.15	151.10
															5.01	5.01	10.02

DUKES COUNTY—Continued.

TOWNS.	Average wages of Male Teachers, per month, including the value of board.	Average wages of Female Teachers, per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board, fuel and care of fires.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue appropriated to Schools, that may be so appropriated or not.	Number of incorporated Academies.	Average No. of Scholars in incorporated Acad's.	Aggregate paid for Tuition in incorporated Academies.	No. of unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund.	How appropriated.
Chilmark, .	$35 08	$16 00	$500 00	–	–	–	–	–	–	–	–	74	$74 00	$28 64	Schools.
Edgartown, .	36 25	16 55	$2,000 00	–	–	–	–	–	–	–	5	108	165 00	93 24	"
Tisbury, . .	40 56	18 87	2,000 00	$10 00	$5,000 00	–	–	1	50	$100 00	6	150	350 00	85 25	"
Totals, . .	$37 30	$17 14	$4,500 00	$10 00	$5,000 00	–	–	1	50	$100 00	11	332	$589 00	$207 13	

NANTUCKET COUNTY—Continued.

Nantucket, .	$76 24	$22 04	$11,424 46	–	–	–	–	1	99	$1675 00	21	342	$3,414 00	$340 32	Schools.

RECAPITULATION.

COUNTIES.	Population — State Census, 1855.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who attend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	No. of Teachers, including Summer and Winter terms.		Average length of Schools.	Average wages of Male Teachers, per month, including the value of board.
				In Sum'r.	In Winter.	In Sum'r.	In Winter.				Males.	Females.	Mos. Days.	
Suffolk, . .	171,818	$217,587,172 00	249	25,796	25,633	21,722	21,637	1,966	960	31,136	110	818	10.16	$82 57
Essex, . .	151,167	56,556,466 89	457	26,935	27,576	19,758	20,312	1,451	1,718	30,068	237	823	9.10	43 99
Middlesex, .	194,082	83,264,719 50	624	35,451	35,422	26,506	27,315	3,194	3,601	35,759	325	1,166	8.15	50 54
Worcester, .	149,545	55,497,794 00	695	27,131	29,820	20,559	22,843	2,497	4,500	29,478	333	1,097	6.05	35 26
Hampshire, .	35,485	13,331,240 00	246	6,308	7,063	4,896	5,690	551	881	7,276	94	385	6,08	29 17
Hampden, .	54,852	22,621,220 77	274	9,626	10,506	6,967	7,950	495	953	10,620	109	477	7.12	28 54
Franklin, . .	31,655	11,211,309 00	263	6,049	7,134	4,684	5,849	560	1,193	7,087	90	408	5.13	24 19
Berkshire, .	52,791	17,197,607 00	306	9,716	9,830	6,526	6,996	758	1,007	11,472	135	459	7.03	24 82
Norfolk, . .	94,448	47,034,521 56	343	17,120	17,529	13,430	13,836	1,015	1,474	18,945	173	559	9.04	52 81
Bristol, . .	87,425	39,243,560 00	325	14,993	16,260	11,469	12,658	1,036	2,093	17,942	177	641	7.14	40 26
Plymouth, .	61,513	19,200,668 00	294	11,170	11,599	8,995	9,068	1,003	1,356	12,356	138	450	7.07	38 16
Barnstable, .	35,442	8,897,349 74	188	6,437	8,528	4,531	6,744	414	1,561	8,364	119	233	6.09	38 89
Dukes, . .	4,401	1,698,005 00	21	805	970	638	770	27	134	922	18	33	6.03	37 30
Nantucket, .	8,064	4,595,362 00	15	1,209	1,166	940	912	2	181	1,428	11	53	10.02	76 24
Totals, . .	1,132,688	$597,936,995 46	4,300	198,746	209,036	151,621	162,580	14,969	21,612	222,853	2,069	7,602	7.16	$43 05

RECAPITULATION—CONTINUED.

COUNTIES.	Average wages of Female Teachers per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of Teachers, board, fuel and care of fires.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of Schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools that may be so appropriated or not.	Number of incorporated Academies.	Average No. of Scholars in incorporated Acad's.	Aggregate paid for Tuition in incorporated Academies.	No. of unincorporated Academies and Private Schools.	Average No. Scholars in unincorporated Acad's and Private Schools.	Aggregate paid for Tuition in unincorporated Academies and Private Schools.	Town's share of School Fund.
Suffolk, . .	$25 08	$262,505 49	–	$6,250 00	$363 00	–	2	198	–	61	3,133	$115,150 00	$5,815 51
Essex, . .	18 19	150,044 21	$416 66	206,515 00	12,220 95	$1,280 06	7	767	$11,818 00	96	2,571	25,349 00	6,500 60
Middlesex, .	19 63	241,728 35	1,504 50	78,097 74	5,303 95	140 37	13	715	18,730 67	77	1,876	34,644 00	7,576 67
Worcester, .	18 23	122,235 16	2,375 92	29,684 21	1,658 07	733 59	8	470	8,158 00	99	3,126	20,205 20	6,112 77
Hampshire, .	15 20	27,625 00	3,674 90	22,962 54	1,360 25	386 98	4	305	4,343 25	31	701	6,816 00	1,426 27
Hampden, .	15 47	45,028 67	5,470 15	46,228 90	2,748 23	1,554 83	5	541	7,344 85	25	395	2,079 00	2,216 45
Franklin, .	15 46	22,962 97	5,930 50	15,253 49	915 25	349 00	7	399	6,047 00	22	439	1,379 75	1,538 64
Berkshire, .	15 36	30,007 46	9,880 38	25,763 44	1,538 05	961 50	6	297	3,158 89	61	1,099	21,171 00	2,514 86
Norfolk, . .	22 00	122,961 58	438 90	164,574 73	9,790 48	662 43	4	120	1,835 00	51	1,172	28,015 00	4,028 85
Bristol, . .	19 45	92,095 38	1,631 18	41,700 00	2,400 00	765 35	4	265	12,100 00	71	1,653	21,370 67	3,925 52
Plymouth, .	18 24	53,119 82	1,728 85	26,281 38	1,542 32	448 00	5	404	6,803 00	41	1,305	9,086 00	2,729 05
Barnstable, .	17 80	27,715 00	5,467 13	3,400 00	204 00	1,381 54	3	78	1,650 00	34	765	6,342 00	1,875 90
Dukes, . .	17 14	4,500 00	10 00	5,000 00	–	–	1	50	100 00	11	332	589 00	207 13
Nantucket, .	22 04	11,424 46	–	–	–	–	1	99	1,675 00	21	342	3,414 00	340 32
Totals, . .	$18 52	$1,213,953 55	$38,529 07	$671,711 43	$40,044 55	$8,643 65	70	4,708	$83,763 66	701	18,909	$295,610 62	$46,808 54

GRADUATED TABLES.—First Series.

The following Table shows the sums appropriated by the several cities and towns in the State, for the education of each child between 5 and 15 years of age. The income of the Surplus Revenue and of other funds held in a similar way, when appropriated to schools, is added to the sum raised by taxes, and these sums constitute the amount reckoned as appropriations. The income of such School Funds as were given and are held on the express condition that their income shall be appropriated to schools, is not included. Such an appropriation of their income, as it is essential to retaining the funds, is no evidence of the liberality of those holding the trust. But if a town appropriates the income of any Fund to its Public Schools which may be so appropriated or not, at the option of the voters, or when the town has a legal right to use such income in defraying its ordinary expenses, then such an appropriation is as really a contribution to Common Schools as an equal sum raised by taxes. On this account the Surplus Revenue, and sometimes other funds, are to be distinguished from Local School Funds, as generally held. The income of the one *may* be appropriated to schools or not, at the pleasure of the town; the income of the other *must* be appropriated to schools by the condition of the donation. Funds of the latter kind are usually donations made to furnish means of education in addition to those provided by a reasonable taxation. Committees are expected, in their annual returns, to make this distinction in relation to School Funds.

Voluntary contributions are not included in the amount which is divided, in order to ascertain the sum appropriated to each child. In many towns such contributions, however liberal, are not permanent, and cannot be relied upon as a stated provision. They are often raised and applied to favor particular districts or schools, or classes of scholars, and not to benefit equally all that attend the Public Schools. Besides, the value of board and fuel gratuitously furnished is determined by the mere estimate of individuals and is therefore uncertain; while the amount raised by taxes, being in money, has a fixed and definite value and is a matter of record. Still, the contributions voluntarily made are exhibited in a separate column of the Table, as necessary to a complete statement of the provision made by the towns for the education of their children.

It will be seen that some counties are liberal in voluntary contributions for the support of their schools. These contributions, to a great extent, especially in the western counties, are of board and fuel. If their precise value was ascertained, and returned like the means furnished by taxation, and if their amount was included in the sum divided by the number of children between 5 and 15, many towns in those counties would hold a high rank in the scale.

The Table exhibits the rank of each city or town in the State, in respect to its liberality in the appropriation of money to its schools, as compared with other cities and towns for the year 1855–6, also, its rank in a similar scale for 1854–5. It presents the sum appropriated to each child between 5 and 15. Nahant stands first and Brookline second on the list the present year, which was their rank last year.

GRADUATED TABLES—First Series.

*Table, showing the Comparative Amount of Money appropriated by the different Towns in the State, for the Education of each Child in the Town between the ages of 5 and 15 years.**

For 1854-5.	For 1855-6.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	NAHANT,	$17 54.4	$1,000 00	–	–	57	–
2	2	Brookline,	12 76	9,200 00	–	–	721	–
3	3	W. Roxbury,	11 27.8	9,000 00	–	–	798	–
5	4	Somerville,	11 15.8	11,660 00	–	–	1,045	–
6	5	Dedham,	9 72.8	8,695 00	$60 00	$875 05	900	–
13	6	Newton,	9 54.9	11,000 00	–	–	1,152	$150 00
18	7	N. Chelsea,	9 48.3	1,100 00	–	–	116	–
19	8	Lexington,	9 41.5	3,700 00	–	–	393	50 00
9	9	Winthrop,	9 37.5	600 00	–	–	64	–
16	10	Cambridge,	8 64.2	31,820 18	–	–	3,682	–
4	11	Boston,	8 48.3	246,796 67	–	–	29093	–
8	12	Roxbury,	8 45.2	32,302 74	–	–	3,822	–
7	13	Dorchester,	8 34.4	16,403 84	–	–	1,966	–
15	14	Watertown,	8 26.5	6,000 00	–	–	726	–
31	15	Medford,	8 21.9	7,850 00	–	–	955	–
11	16	Lowell,	8 15.6	51,000 00	–	–	6,253	–
12	17	New Bedford,	8 12.2	29,459 07	–	–	3,627	–
21	18	Nantucket,	8 00	11,424 46	–	–	1,428	–
94	19	Erving,	7 81	400 00	53 00	453 00	58	–
40	20	Chelsea,	7 51.9	14,008 82	–	–	1,863	–
14	21	Winchester,	7 40.7	2,800 00	–	–	378	–
43	22	Worcester,	7 31.3	29,062 59	–	–	3,974	–
26	23	Waltham,	7 31.1	6,500 00	–	–	889	–
27	24	Charlestown,	7 23.7	31,237 00	–	–	4,316	–
10	25	Brighton,	7 11.4	4,354 00	–	–	612	–
28	26	Milton,	7 01.4	3,500 00	–	–	499	–
48	27	Kingston,	6 99.3	2,000 00	–	–	286	–
52	28	Sherborn,	6 85.7	1,200 00	–	–	175	–
35	29	Fairhaven,	6 82.4	7,500 00	–	–	1,099	–
17	30	W. Cambridge,	6 79.6	2,630 00	–	–	387	297 00
36	31	Longmeadow,	6 72.3	1,600 00	–	–	238	169 00

* Compare the rank of towns in this Table with their rank in the Second Series of Tables, showing the percentage of taxable property appropriated for Schools.

For 1854-5.	For 1855-6.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
29	32	Lynn, . .	$6 60.1	$22,000 00	–	–	3,333	–
37	33	Plymouth, .	6 51	8,600 00	–	–	1,321	–
22	34	Lincoln, .	6 50.4	800 00	–	–	123	$15 00
89	35	Springfield, .	6 34.7	16,451 00	$312 25	16,763 25	2,641	–
23	36	Danvers, .	6 34	5,637 50	240 00	5,877 50	927	–
34	37	Weston, .	6 30.5	1,280 00	–	–	203	40 00
*	38	S. Danvers, .	6 29.8	7,078 00	335 00	7,413 00	1,177	–
32	39	Carlisle, .	6 29.3	730 00	–	–	116	–
56	40	Hatfield, .	6 28.3	1,200 00	–	–	191	–
42	41	Boxborough, .	6 25	500 00	–	–	80	–
25	42	Lawrence, .	6 23.8	15,646 78	–	–	2,508	–
24	43	Concord, .	6 14.8	3,000 00	–	–	488	60 00
33	44	Quincy, .	6 13.8	7,550 00	–	–	1,230	87 00
49	45	Malden, .	6 12.2	5,100 00	–	–	833	–
74	46	Bolton, . .	6 07.5	1,244 50	55 50	1,300 00	214	–
44	47	Provincetown,	5 88.7	3,815 00	–	–	648	–
39	48	Framingham,	5 83	5,200 00	–	–	892	20 00
38	49	Swampscott, .	5 81.8	1,600 00	–	–	275	50 00
66	50	Salem, . .	5 79.3	22,680 31	–	–	3,915	–
107	51	Granby, .	5 78	1,000 00	–	–	173	61 00
30	52	Littleton, .	5 76.9	1,050 00	–	–	182	–
53	53	Melrose, .	5 74.9	2,391 75	–	–	416	–
57	54	Woburn, .	5 74.9	5,100 00	–	–	887	150 00
61	55	Clinton, .	5 64.2	3,187 58	–	–	565	300 00
50	56	Natick, . .	5 62.6	4,000 00	–	–	711	–
47	57	S. Reading, .	5 53.3	3,115 00	–	–	563	–
46	58	Wayland, .	5 50	1,375 00	–	–	250	–
51	59	Hingham, .	5 49.7	4,529 82	–	–	824	–
110	60	Greenwich, .	5 46.9	700 00	–	–	128	–
69	61	Harvard, .	5 42.6	1,400 00	–	–	258	–
112	62	Dunstable, .	5 42.2	450 00	–	–	83	–
55	63	Walpole, .	5 39.1	2,000 00	–	–	371	35 00
178	64	Holliston, .	5 35.7	3,000 00	–	–	560	20 00
41	65	Chicopee, .	5 33.7	7,030 58	617 42	7,648 00	1,433	–
120	66	Essex, . .	5 30	1,500 00	–	–	283	–
75	67	Attleborough,	5 28.4	5,173 85	–	–	979	–
167	68	Tisbury, .	5 23.6	2,000 00	–	–	382	10 00
95	69	Haverhill, .	5 20.5	7,000 00	521 16	7,521 16	1,445	–
85	70	Lunenburg, .	5 17.2	1,200 00	–	–	232	20 00
182	71	Burlington, .	5 15.5	500 00	–	–	97	100 00
127	72	Edgartown, .	5 15.5	2,000 00	–	–	388	–
67	73	Fall River, .	5 11.3	14,000 00	–	–	2,738	–
71	74	Barre, . .	5 01.9	2,600 00	–	–	518	89 67
78	75	Chelmsford, .	5 00	2,000 00	–	–	400	–
70	76	Cohasset, .	5 00	2,000 00	–	–	400	–
92	77	Hardwick, .	4 96.7	1,500 00	–	–	302	36 00
111	78	Dracut, . .	4 94.8	1,400 00	64 52	1,464 52	296	170 00

* New town.

For 1854-5.	For 1855-6.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
64	79	Holyoke,	$4 94.8	$3,800 00	–	–	768	$400 00
83	80	Somerset,	4 93.8	1,200 00	–	–	243	–
97	81	Stowe,	4 93.4	1,500 00	–	–	304	30 00
58	82	Hull,	4 92.7	340 00	–	–	69	–
79	83	S. Scituate,	4 91.3	1,700 00	–	–	346	69 00
68	84	Abington,	4 86.6	6,000 00	–	–	1,233	–
60	85	Dover,	4 83.9	600 00	–	–	124	–
45	86	Reading,	4 79.8	2,500 00	–	–	521	–
65	87	Gloucester,	4 79.7	9,450 00	–	–	1,970	–
73	88	Taunton,	4 79.1	1,400 00	–	–	2,922	–
90	89	Lancaster,	4 78.7	1,800 00	–	–	376	75 00
88	90	Beverly,	4 76.6	5,500 00	–	–	1,154	–
20	91	Shrewsbury,	4 74.2	1,500 00	–	–	295	23 00
87	92	Medway,	4 73.9	3,000 00	–	–	633	–
101	93	S. Hadley,	4 73.9	2,000 00	–	–	422	–
*	94	N. Andover,	4 66.5	2,300 00	–	–	493	–
84	95	N. Braintree,	4 65.1	800 00	–	–	172	–
72	96	Needham,	4 64.2	2,010 00	–	–	433	–
149	97	Paxton,	4 63.5	700 00	$37 08	$737 08	157	–
96	98	Saugus,	4 60.2	1,652 00	–	–	359	–
136	99	Duxbury,	4 59.9	2,100 00	296 00	2,396 00	521	16 00
81	100	Methuen,	4 57.7	2,000 00	–	–	437	–
192	101	E. Bridgewater	4 56.2	2,500 00	–	–	548	–
126	102	Leominster,	4 55.8	2,976 36	–	–	653	24 40
247	103	Marion,	4 54.5	1,000 00	–	–	220	–
80	104	Wellfleet,	4 52.6	2,500 00	43 52	2,543 52	562	–
62	105	Fitchburg,	4 51.8	6,000 00	–	–	1,328	–
103	106	Brimfield,	4 46.1	1,200 00	–	–	269	32 00
136	107	Foxborough,	4 44.4	2,000 00	–	–	450	135 40
212	108	Acton,	4 43.8	1,500 00	–	–	338	47 00
77	109	Bedford,	4 43.5	860 00	75 85	935 85	211	–
113	110	Plainfield,	4 43.5	550 00	–	–	124	287 00
102	111	Weymouth,	4 41.8	5,500 00	–	–	1,245	–
140	112	Medfield,	4 37.1	800 00	–	–	183	–
114	113	Bridgewater,	4 36.3	2,500 00	–	–	573	–
115	114	Westborough,	4 34.3	2,150 00	–	–	495	–
148	115	Newburyport,	4 32.6	12,610 62	–	–	2,915	–
154	116	Westhampton,	4 31.0	500 00	–	–	116	131 00
221	117	Goshen,	4 30.1	400 00	–	–	93	207 00
241	118	Georgetown,	4 28.6	1,500 00	–	–	350	–
59	119	Stoneham,	4 28.3	2,000 00	–	–	467	15 00
143	120	Marblehead,	4 27.4	6,300 00	–	–	1,474	–
134	121	Townsend,	4 24.5	1,800 00	–	–	424	43 50
201	122	Sandwich,	4 22.9	4,500 00	376 00	4,876 00	1,153	168 00
145	123	Pembroke,	4 21.9	1,000 00	152 00	1,152 00	273	39 00
274	124	Bradford,	4 21.2	1,192 00	–	–	283	342 66
86	125	Ware,	4 21.2	2,700 00	–	–	641	–

* New town.

For 1854-5.	For 1855-6.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
222	126	Northbridge, .	$4 20.7	$1,750 00	–	–	416	–
100	127	Amesbury, .	4 16.7	2,500 00	–	–	600	–
257	128	Freetown, .	4 16.7	1,500 00	–	–	360	–
108	129	Scituate, .	4 15.8	2,000 00	–	–	481	$54 00
193	130	Hadley, . .	4 15.7	1,800 00	–	–	433	–
129	131	Groton, .	4 15.3	2,500 00	–	–	602	–
186	132	Whately, .	4 14.5	800 00	–	–	193	45 00
156	133	Tyngsborough,	4 11.8	700 00	–	–	170	40 00
210	134	Franklin, .	4 11.3	1,600 00	–	–	389	–
163	135	Stoughton, .	4 11.3	3,500 00	–	–	851	50 00
166	136	Salisbury, .	4 10.5	2,500 00	–	–	609	4 00
152	137	Barnstable, .	4 10.1	3,750 00	$580 41	$4,330 41	1,056	761 00
173	138	Eastham, .	4 09.9	660 00	–	–	161	–
233	139	Brookfield, .	4 08.7	1,500 00	–	–	367	–
137	140	Mendon, .	4 08.5	1,000 00	127 49	1,127 49	276	–
180	141	Warren, .	4 07.1	1,600 00	–	–	393	6 33
123	142	N. Reading, .	4 05.4	900 00	–	–	222	–
130	143	Athol, . .	4 03.6	1,800 00	–	–	446	15 00
109	144	Northampton,	4 00.6	5,000 00	–	–	1,248	–
122	145	Manchester, .	3 99	1,600 00	–	–	401	–
132	146	Montague, .	3 98.3	1,200 00	170 00	1,370 00	344	180 00
141	147	Sunderland, .	3 97.7	700 00	–	–	176	40 00
117	148	Marshfield, .	3 96.8	1,500 00	–	–	378	–
98	149	Boxford, .	3 96.5	900 00	47 61	947 61	239	–
195	150	Middleborough	3 96.4	3,500 00	–	–	883	607 00
76	151	Sharon, . .	3 96.1	1,100 00	120 00	1,220 00	308	–
105	152	Billerica, .	3 93.7	1,500 00	–	–	381	–
235	153	Williamsburg,	3 93.4	1,200 00	–	–	305	299 25
125	154	Ashland, .	3 91.9	1,160 00	–	–	296	–
181	155	Lee, . .	3 90.9	3,561 80	198 24	3,760 04	962	155 50
184	156	Wrentham, .	3 90.9	2,500 00	341 80	2,841 80	727	10 00
162	157	Charlton, .	3 90.4	1,400 00	83 47	1,483 47	380	130 00
159	158	Hamilton, .	3 89.6	600 00	–	–	154	–
174	159	Pepperell, .	3 89.6	1,200 00	–	–	308	16 00
91	160	Shirley, . .	3 89.6	1,200 00	–	–	308	100 00
118	161	Ipswich, .	3 89.3	2,951 00	–	–	758	–
128	162	Falmouth, .	3 88.2	2,321 61	–	–	598	433 21
242	163	Upton, . .	3 85.9	1,200 00	–	–	311	–
116	164	Canton, . .	3 84.6	2,500 00	–	–	650	121 50
177	165	Cummington, .	3 82.6	600 00	150 00	750 00	196	300 00
187	166	Dartmouth, .	3 80.6	3,500 00	–	–	917	363 00
169	167	Pawtucket, .	3 80.6	3,300 00	–	–	867	27 50
160	168	Hanson, .	3 79.7	900 00	–	–	237	–
161	169	Winchendon, .	3 78.9	1,800 00	–	–	475	–
277	170	Uxbridge, .	3 76.1	2,200 00	–	–	585	–
250	171	Shelburne, .	3 75.7	950 00	–	–	253	150 00
158	172	Deerfield, .	3 75	1,964 97	–	–	524	570 00
168	173	Rutland, .	3 74.5	1,000 00	–	–	267	–
135	174	Millbury, .	3 74.3	2,500 00	–	–	668	–

For 1854-5.	For 1855-6.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
138	175	Norton, . .	$3 73.1	$1,500 00	–	–	402	–
196	176	Enfield, .	3 72.1	800 00	–	–	215	–
142	177	Bellingham, .	3 71.5	1,000 00	$140 63	$1,140 63	307	–
202	178	Princeton, .	3 71	1,050 00	–	–	283	–
155	179	Petersham, .	3 68.1	1,200 00	–	–	326	–
153	180	Royalston, .	3 68.1	1,200 00	–	–	326	$15 00
139	181	Westminster, .	3 67.6	1,500 00	–	–	408	12 00
228	182	Douglas, .	3 67.2	1,525 00	142 05	1,667 05	454	–
190	183	Warwick, .	3 66.9	800 00	–	–	218	700 00
218	184	Braintree, .	3 65.3	2,700 00	–	–	739	–
164	185	Montgomery, .	3 64.6	350 00	–	–	96	52 00
119	186	Greenfield, .	3 64.5	3,200 00	–	–	878	200 00
63	187	Phillipston, .	3 63.6	600 00	–	–	165	30 00
200	188	Westport, .	3 63.1	2,000 00	284 18	2,284 18	629	360 50
206	189	Pittsfield, .	3 61.7	4,669 66	–	–	1,291	176 00
146	190	Andover, .	3 61.6	3,500 00	–	–	968	20 00
151	191	Amherst, .	3 61.3	2,500 00	–	–	692	23 00
189	192	Ashby, . .	3 61	1,000 00	–	–	277	–
249	193	Lynnfield, .	3 60	700 00	45 29	745 29	207	–
157	194	Hanover, .	3 57.1	1,200 00	–	–	336	104 75
198	195	Middlefield, .	3 55.4	500 00	90 00	590 00	166	408 00
133	196	Westford, .	3 55	1,200 00	–	–	338	–
144	197	Sterling, .	3 54.6	1,500 00	–	–	423	–
208	198	Heath, . .	3 52.9	600 00	–	–	170	255 00
204	199	Ashburnham, .	3 52.7	1,700 00	–	–	482	–
131	200	Mansfield, .	3 52.4	1,462 46	–	–	415	100 00
185	201	Gratton, .	3 48.8	3,000 00	–	–	860	–
266	202	Yarmouth, .	3 48.4	2,000 00	–	–	574	75 00
213	203	Westfield, .	3 47.8	3,200 00	–	–	920	354 00
251	204	Cheshire, .	3 46	1,000 00	–	–	289	416 00
82	205	Newbury, .	3 46	1,000 00	–	–	289	–
238	206	Dighton, .	3 43	1,200 00	100 00	1,300 00	379	148 00
191	207	Webster, .	3 41.4	2,212 13	–	–	648	–
267	208	Ashfield, .	3 41.3	1,000 00	–	–	293	500 00
231	209	Hubbardston, .	3 40.8	1,428 00	–	–	419	–
172	210	W. Bridgewat'r	3 39.9	1,200 00	–	–	353	50 00
230	211	W. Newbury, .	3 39.4	1,300 00	–	–	383	–
175	212	Easthampton, .	3 38.9	800 00	–	–	236	160 00
209	213	Middleton, .	3 38.7	630 00	–	–	186	–
165	214	Milford, .	3 38.3	4,500 00	–	–	1,330	100 00
215	215	Brewster, .	3 36.7	1,000 00	–	–	297	67 00
263	216	Sutton, . .	3 36.4	1,800 00	–	–	535	–
227	217	Marlborough, .	3 35.9	2,815 42	–	–	838	–
93	218	Southborough, .	3 35.5	1,050 00	–	–	313	–
197	219	Chesterfield, .	3 34.9	700 00	–	–	209	385 00
150	220	Berkley, .	3 34.8	750 00	–	–	224	65 00
260	221	Conway, .	3 34.3	1,200 00	–	–	359	550 00
271	222	Egremont, .	3 34.2	625 00	–	–	187	305 00
124	223	Lakeville, .	3 33.3	800 00	–	–	240	20 00

For 1854-5.	For 1855-6.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
237	224	Belchertown, .	$3 32.1	$1,800 00	–	–	542	$229 50
304	225	Coleraine, .	3 30.8	1,224 00	–	–	370	650 00
205	226	Wenham, .	3 30.6	800 00	–	–	242	–
220	227	Peru, . .	3 29.8	310 00	–	–	94	215 00
278	228	Leicester, .	3 29.6	1,800 00	–	–	546	100 00
289	229	Tyringham, .	3 28.9	500 00	–	–	152	300 00
188	230	Chilmark, .	3 28.9	500 00	–	–	152	–
170	231	Sandisfield, .	3 28.5	900 00	$138 00	$1,038 00	316	860 00
211	232	Palmer, . .	3 26.2	2,525 00	–	–	774	209 57
314	233	Truro, . .	3 25.8	1,450 00	–	–	445	–
176	234	N. Brookfield,	3 24.7	1,500 00	–	–	462	–
223	235	Russell, . .	3 21.1	325 00	25 00	350 00	109	97 00
*	236	Agawam, .	3 19.3	1,025 00	–	–	321	100 00
54	237	Tewksbury, .	3 19.1	1,200 00	–	–	376	77 00
246	238	W. Brookfield,	3 19.1	900 00	–	–	282	–
219	239	Gardner, .	3 18.6	1,300 00	–	–	408	–
199	240	Halifax, .	3 17.5	600 00	–	–	189	–
255	241	Groveland, .	3 17.1	891 00	–	–	281	–
240	242	Holden, .	3 16.8	1,600 00	–	–	505	35 00
194	243	Orange, .	3 16.6	1,200 00	–	–	379	–
268	244	Wilbraham, .	3 14.7	1,300 00	135 00	1,435 00	456	700 00
104	245	Northborough,	3 14.5	1,000 00	–	–	318	–
322	246	Williamstown,	3 13.9	2,000 00	–	–	637	375 75
264	247	Spencer, .	3 13.8	1,500 00	–	–	478	35 00
224	248	N. Marlboro', .	3 11.4	750 00	327 55	1,077 55	346	275 00
236	249	Ludlow, .	3 11.3	800 00	–	–	257	315 00
217	250	Wareham, .	3 10.5	2,400 00	–	–	773	–
256	251	Rowley, .	3 10.1	800 00	–	–	258	–
225	252	Sudbury, .	3 09.2	1,175 00	–	–	380	–
147	253	Rochester, .	3 09.1	2,000 00	–	–	647	250 00
272	254	N. Bridgewater	3 08.4	3,500 00	–	–	1,135	–
303	255	Worthington,	3 07.8	675 00	146 98	821 98	267	653 70
243	256	Raynham, .	3 07.7	1,000 00	–	–	325	–
183	257	Dudley, . .	3 04.9	1,000 00	–	–	328	–
226	258	Gill, . .	3 04.9	500 00	–	–	164	129 00
297	259	Rowe, . .	3 04.9	500 00	–	–	164	139 50
284	260	Wendell, .	3 03	500 00	–	–	165	5 00
248	261	Seekonk, .	3 00.7	1,250 00	241 82	1,491 82	496	153 18
214	262	Auburn, .	3 00	600 00	–	–	200	–
229	263	Blackstone, .	3 00	3,000 00	288 00	3,288 00	1,096	800 00
234	264	Monson, .	2 97.9	1,600 00	–	–	537	393 83
254	265	Leverett, .	2 97	600 00	–	–	202	236 00
290	266	Northfield, .	2 96.4	1,200 00	66 00	1,266 00	427	129 00
285	267	Lanesborough,	2 94.1	900 00	–	–	306	50 00
179	268	Southbridge, .	2 92.9	2,200 00	–	–	751	172 00
280	269	Southampton,	2 92.9	700 00	–	–	239	22 00
309	270	Charlemont, .	2 92.2	700 00	48 00	748 00	256	333 00

* New town.

For 1854-5.	For 1855-6.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
275	271	Randolph, .	$2 91.9	$3,500 00	–	–	1,199	–
245	272	Topsfield, .	2 90	725 00	–	–	250	–
239	273	Templeton, .	2 87.9	1,500 00	–	–	521	–
299	274	Granville, .	2 87.7	550 00	$198 00	$748 00	260	$285 00
311	275	Tolland, .	2 87	300 00	53 00	353 00	123	450 00
252	276	Boylston, .	2 85.7	600 00	–	–	210	54 00
121	277	Wilmington, .	2 85.4	625 00	–	–	219	24 00
279	278	Blandford, .	2 84.6	600 00	194 16	794 16	279	715 00
312	279	Dalton, . .	2 83.3	600 00	60 00	660 00	233	364 00
273	280	Oakham, .	2 82.3	700 00	–	–	248	88 00
261	281	Plympton, .	2 79.1	600 00	–	–	215	225 25
203	282	Otis, . .	2 77.7	600 00	–	–	216	338 00
293	283	Hawley, .	2 73.2	500 00	–	–	183	310 00
295	284	W. Boylston, .	2 72.5	1,000 00	–	–	367	–
216	285	New Salem, .	2 72.1	800 00	–	–	294	55 00
276	286	W. Springfield,	2 71.4	1,072 09	–	–	395	27 00
301	287	Sheffield, .	2 70.9	1,600 00	128 76	1,728 76	638	768 00
258	288	Easton, .	2 67.9	1,500 00	–	–	560	60 00
306	289	Chester, .	2 67.1	700 00	–	–	262	718 00
313	290	Swanzey, .	2 66.6	800 00	–	–	300	105 00
294	291	Orleans, .	2 66.1	1,200 00	–	–	451	268 00
262	292	Shutesbury, .	2 65.5	600 00	–	–	226	179 00
253	293	Wales, . .	2 61.4	400 00	–	–	153	5 00
269	294	Hancock, .	2 60.4	500 00	–	–	192	429 00
99	295	Hopkinton, .	2 59.4	1,650 00	–	–	636	40 00
325	296	Prescott, .	2 58.1	400 00	–	–	155	152 00
317	297	Florida, .	2 55.5	350 00	–	–	137	137 00
286	298	Dana, . .	2 53.8	500 00	–	–	197	46 00
270	299	Monterey, .	2 52.6	400 00	67 40	467 40	185	467 00
287	300	Leyden, .	2 48.4	400 00	–	–	161	248 00
265	301	Rehoboth, .	2 47.7	1,000 00	139 35	1,139 35	460	249 00
288	302	W. Stockbridge	2 46.6	900 00	–	–	365	30 00
171	303	Buckland, .	2 45.4	800 00	–	–	326	–
244	304	Sturbridge, .	2 41.9	1,500 00	–	–	620	52 52
292	305	Oxford, . .	2 38.9	1,500 00	–	–	628	92 00
327	306	New Ashford,	2 38.1	100 00	–	–	42	86 00
259	307	Chatham, .	2 36.5	1,400 00	–	–	592	195 40
310	308	Carver, . .	2 36.4	650 00	–	–	275	263 85
232	309	Rockport, .	2 35.5	2,000 00	91 00	2,091 00	888	–
291	310	Berlin, . .	2 31.5	500 00	–	–	216	25 00
283	311	Huntington, .	2 30.8	600 00	–	–	260	285 45
281	312	Holland, .	2 29.9	200 00	–	–	87	38 75
319	313	Gt. Barrington,	2 27.6	1,500 00	–	–	659	27 50
282	314	Alford, . .	2 25.6	300 00	–	–	133	70 75
296	315	Bernardston, .	2 25.2	500 00	–	–	222	223 50
308	316	Windsor, .	2 24.2	500 00	–	–	223	145 00
297	317	Pelham, .	2 22.2	500 00	–	–	225	71 00
307	318	Monroe, .	2 19.3	124 00	12 00	136 00	62	103 50
298	319	Hinsdale, .	2 17.7	675 00	–	–	310	250 00

For 1854-5.	For 1855-6.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
300	320	Stockbridge, .	$2 12.3	$1,000 00	–	–	471	$210 00
316	321	Adams, . .	2 00.4	2,828 00	–	–	1,411	880 00
320	322	Savoy, . .	2 00	388 00	–	–	194	387 22
318	323	Harwich, .	1 98.8	2,000 00	–	–	1,006	1947 52
324	324	Clarksburg, .	1 90.5	200 00	–	–	105	152 52
323	325	Richmond, .	1 86	400 00	–	–	215	251 14
315	326	Lenox, . .	1 85.6	800 00	–	–	431	625 00
302	327	Dennis, . .	1 82.7	1,500 00	–	–	821	1552 00
305	328	Becket, . .	1 76.2	600 00	$41 55	$641 55	364	585 00
321	329	Washington, .	1 60.7	450 00	–	–	280	305 00
326	330	Mt. Washington	1 13.6	100 00	–	–	88	236 00
	331	Southwick,* .	–	–	–	–	–	–

* No Returns.

GRADUATED TABLES—First Series.

Table, showing the Comparative Amount of Money appropriated by the different Towns in each of the Counties in the State, for the Education of each Child in the Town between the ages of 5 and 15 years.

SUFFOLK COUNTY.

For 1854-5.	For 1855-6.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
3	1	N. CHELSEA,	$9 48.3	$1,100 00	–	–	116	–
2	2	Winthrop, .	9 37.5	600 00	–	–	64	–
1	3	Boston, .	8 48.3	246,796 67	–	–	29093	–
4	4	Chelsea, .	7 51.9	14,008 82	–	–	1,863	–

ESSEX COUNTY.

1	1	NAHANT, .	17 54.4	1,000 00	–	–	57	–
4	2	Lynn, . .	6 60.1	22,000 00	–	–	3,333	–
2	3	Danvers, .	6 34	5,637 50	$240 00	$5,877 50	927	–
*	4	S. Danvers, .	6 29.8	7,078 00	335 00	7,413 00	1,177	–
3	5	Lawrence, .	6 23.8	15,646 78	–	–	2,508	–
5	6	Swampscott, .	5 81.8	1,600 00	–	–	275	$50 00
7	7	Salem, . .	5 79.3	22,680 31	–	–	3,915	–
16	8	Essex, . .	5 30	1,500 00	–	–	283	–
11	9	Haverhill, .	5 20.5	7,000 00	521 16	7,521 16	1,445	–
6	10	Gloucester, .	4 79.7	9,450 00	–	–	1,970	–
10	11	Beverly, .	4 76.6	5,500 00	–	–	1,154	–
*	12	N. Andover, .	4 66.5	2,300 00	–	–	493	–
12	13	Saugus, . .	4 60.2	1,652 00	–	–	359	–
8	14	Methuen, .	4 57.7	2,000 00	–	–	437	–
20	15	Newburyport, .	4 32.6	12,610 62	–	–	2,915	–
27	16	Georgetown, .	4 28.6	1,500 00	–	–	350	–
18	17	Marblehead, .	4 27.4	6,300 00	–	–	1,474	–
32	18	Bradford, .	4 21.2	1,192 00	–	–	283	342 66
14	19	Amesbury, .	4 16.7	2,500 00	–	–	600	–
22	20	Salisbury, .	4 10.5	2,500 00	–	–	609	4 00
17	21	Manchester, .	3 99	1,600 00	–	–	401	–

* New town.

ESSEX COUNTY—Continued.

For 1854-5.	For 1855-6.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
13	22	Boxford, .	$3 96.5	$900 00	$47 61	$947 61	239	–
21	23	Hamilton, .	3 89.6	600 00	–	–	154	–
15	24	Ipswich, .	3 89.3	2,951 00	–	–	758	–
19	25	Andover, .	3 61.6	3,500 00	–	–	968	$20 00
29	26	Lynnfield, .	3 60	700 00	45 29	745 29	207	–
9	27	Newbury, .	3 46	1,000 00	–	–	289	–
25	28	W. Newbury,	3 39.4	1,300 00	–	–	383	–
24	29	Middleton, .	3 38.7	630 00	–	–	186	–
23	30	Wenham, .	3 30.6	800 00	–	–	242	–
30	31	Groveland, .	3 17.1	891 00	–	–	281	–
31	32	Rowley, .	3 10.1	800 00	–	–	258	–
28	33	Topsfield, .	2 90	725 00	–	–	250	–
26	34	Rockport, .	2 35.5	2,000 00	91 00	2,091 00	888	–

MIDDLESEX COUNTY.

1	1	SOMERVILLE,	11 15.8	11,660 00	–	–	1,045	–
4	2	Newton, .	9 54.9	11,000 00	–	–	1,152	150 00
9	3	Lexington, .	9 41.5	3,700 00	–	–	393	50 00
7	4	Cambridge, .	8 64.2	31,820 18	–	–	3,682	–
6	5	Watertown, .	8 26.5	6,000 00	–	–	726	–
15	6	Medford, .	8 21.9	7,850 00	–	–	955	–
3	7	Lowell, .	8 15.6	51,000 00	–	–	6,253	–
5	8	Winchester, .	7 40.7	2,800 00	–	–	378	–
12	9	Waltham, .	7 31.1	6,500 00	–	–	889	–
13	10	Charlestown, .	7 23.7	31,237 00	–	–	4,316	–
2	11	Brighton, .	7 11.4	4,354 00	–	–	612	–
25	12	Sherborn, .	6 85.7	1,200 00	–	–	175	–
8	13	W. Cambridge,	6 79.6	2,630 00	–	–	387	297 00
10	14	Lincoln, .	6 50.4	800 00	–	–	123	15 00
17	15	Weston, .	6 30.5	1,280 00	–	–	203	40 00
16	16	Carlisle, .	6 29.3	730 00	–	–	116	–
19	17	Boxborough, .	6 25	500 00	–	–	80	–
11	18	Concord, .	6 14.8	3,000 00	–	–	488	60 00
23	19	Malden, .	6 12.2	5,100 00	–	–	833	–
18	20	Framingham,	5 83	5,200 00	–	–	892	20 00
14	21	Littleton, .	5 76.9	1,050 00	–	–	182	–
26	22	Melrose, .	5 74.9	2,391 75	–	–	416	–
28	23	Woburn, .	5 74.9	5,100 00	–	–	887	150 00
24	24	Natick, .	5 62.6	4,000 00	–	–	711	–
22	25	S. Reading, .	5 53.3	3,115 00	–	–	563	–
21	26	Wayland, .	5 50	1,375 00	–	–	250	–
37	27	Dunstable, .	5 42.2	450 00	–	–	83	–
46	28	Holliston, .	5 35.7	3,000 00	–	–	560	20 00
47	29	Burlington, .	5 15.5	500 00	–	–	97	100 00
31	30	Chelmsford, .	5 00	2,000 00	–	–	400	–

MIDDLESEX COUNTY—Continued.

For 1854-5.	For 1855-6.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
36	31	Dracut, . . .	$4 94.8	$1,400 00	$64 52	$1,464 52	296	$170 00
33	32	Stowe, . .	4 93.4	1,500 00	–	–	304	30 00
20	33	Reading, .	4 79.8	2,500 00	–	–	521	–
49	34	Acton, . .	4 43.8	1,500 00	–	–	338	47 00
30	35	Bedford, .	4 43.5	860 00	75 85	935 85	211	–
29	36	Stoneham, .	4 28.3	2,000 00	–	–	467	15 00
43	37	Townsend, .	4 24.5	1,800 00	–	–	424	43 50
41	38	Groton, .	4 15.3	2,500 00	–	–	602	–
44	39	Tyngsborough,	4 11.8	700 00	–	–	170	40 00
39	40	N. Reading, .	4 05.4	900 00	–	–	222	–
35	41	Billerica, .	3 93.7	1,500 00	–	–	381	–
40	42	Ashland, .	3 91.9	1,160 00	–	–	296	–
45	43	Pepperell, .	3 89.6	1,200 00	–	–	308	16 00
32	44	Shirley, . .	3 89.6	1,200 00	–	–	308	100 00
48	45	Ashby, . .	3 61	1,000 00	–	–	277	–
42	46	Westford, .	3 55	1,200 00	–	–	338	–
51	47	Marlborough,	3 35.9	2,815 42	–	–	838	–
27	48	Tewksbury, .	3 19.1	1,200 00	–	–	376	77 00
50	49	Sudbury, .	3 09.2	1,175 00	–	–	380	–
38	50	Wilmington, .	2 85.4	625 00	–	–	219	24 00
34	51	Hopkinton, .	2 59.4	1,650 00	–	–	636	40 00

WORCESTER COUNTY.

2	1	WORCESTER,	7 31.3	29,062 59	–	–	3,974	–
8	2	Bolton, . .	6 07.5	1,244 50	55 50	1,300 00	214	–
3	3	Clinton, . .	5 64.2	3,187 58	–	–	565	300 00
6	4	Harvard, .	5 42.6	1,400 00	–	–	258	–
10	5	Lunenburg, .	5 17.2	1,200 00	–	–	232	20 00
7	6	Barre, . .	5 01.9	2,600 00	–	–	518	89 67
12	7	Hardwick, .	4 96.7	1,500 00	–	–	302	36 00
11	8	Lancaster, .	4 78.7	1,800 00	–	–	376	75 00
1	9	Shrewsbury, .	4 74.2	1,500 00	–	–	295	23 00
9	10	N. Braintree, .	4 65.1	800 00	–	–	172	–
22	11	Paxton, . .	4 63.5	700 00	37 08	737 08	159	–
16	12	Leominster, .	4 55.8	2,976 36	–	–	653	24 40
4	13	Fitchburg, .	4 51.8	6,000 00	–	–	1,328	–
15	14	Westborough,	4 34.3	2,150 00	–	–	495	–
39	15	Northbridge, .	4 20.7	1,750 00	–	–	416	–
43	16	Brookfield, .	4 08.7	1,500 00	–	–	367	–
19	17	Mendon, .	4 08.5	1,000 00	127 49	1,127 49	276	–
31	18	Warren, .	4 07.1	1,600 00	–	–	393	6 33
17	19	Athol, . .	4 03.6	1,800 00	–	–	446	15 00
26	20	Charlton, .	3 90.4	1,400 00	83 47	1,483 47	380	130 00
46	21	Upton, . .	3 85.9	1,200 00	–	–	311	–

WORCESTER COUNTY—Continued.

For 1854-5.	For 1855-6.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
25	22	Winchendon,	$3 78.9	$1,800 00	–	–	475	–
53	23	Uxbridge,	3 76.1	2,200 00	–	–	585	–
28	24	Rutland,	3 74.5	1,000 00	–	–	267	–
18	25	Millbury,	3 74.3	2,500 00	–	–	668	–
35	26	Princeton,	3 71	1,050 00	–	–	283	–
24	27	Petersham,	3 68.1	1,200 00	–	–	326	–
23	28	Royalston,	3 68.1	1,200 00	–	–	326	$15 00
20	29	Westminster,	3 67.6	1,500 00	–	–	408	12 00
40	30	Douglas,	3 67.2	1,525 00	$142 05	$1,66 705	454	–
5	31	Phillipston,	3 63.6	600 00	–	–	165	30 00
21	32	Sterling,	3 54.6	1,500 00	–	–	423	–
36	33	Ashburnham,	3 52.7	1,700 00	–	–	482	–
33	34	Grafton,	3 48.8	3,000 00	–	–	860	–
34	35	Webster,	3 41.4	2,212 13	–	–	648	–
42	36	Hubbardston,	3 40.8	1,428 00	–	–	419	–
27	37	Milford,	3 38.3	4,500 00	–	–	1,330	100 00
50	38	Sutton,	3 36.4	1,800 00	–	–	535	–
13	39	Southborough,	3 35.5	1,050 00	–	–	313	–
54	40	Leicester,	3 29.6	1,800 00	–	–	546	100 00
29	41	N. Brookfield,	3 24.7	1,500 00	–	–	462	–
48	42	W. Brookfield,	3 19.1	900 00	–	–	282	–
38	43	Gardner,	3 18.6	1,300 00	–	–	408	–
45	44	Holden,	3 16.8	1,600 00	–	–	505	35 00
14	45	Northborough,	3 14.5	1,000 00	–	–	318	–
51	46	Spencer,	3 13.8	1,500 00	–	–	478	35 00
32	47	Dudley,	3 04.9	1,000 00	–	–	328	–
37	48	Auburn,	3 00	600 00	–	–	200	–
41	49	Blackstone,	3 00	3,000 00	288 00	3,288 00	1,096	800 00
30	50	Southbridge,	2 92.9	2,200 00	–	–	751	172 00
44	51	Templeton,	2 87.9	1,500 00	–	–	521	–
49	52	Boylston,	2 85.7	600 00	–	–	210	54 00
52	53	Oakham,	2 82.3	700 00	–	–	248	88 00
58	54	W. Boylston,	2 72.5	1,000 00	–	–	367	–
55	55	Dana,	2 53.8	500 00	–	–	197	46 00
47	56	Sturbridge,	2 41.9	1,500 00	–	–	620	52 52
57	57	Oxford,	2 38.9	1,500 00	–	–	628	92 00
56	58	Berlin,	2 31.5	500 00	–	–	216	25 00

HAMPSHIRE COUNTY.

1	1	HATFIELD,	6 28.3	1,200 00	–	–	191	–
4	2	Granby,	5 78	1,000 00	–	–	173	61 00
6	3	Greenwich,	5 46.9	700 00	–	–	128	–
3	4	S. Hadley,	4 73.9	2,000 00	–	–	422	–

HAMPSHIRE COUNTY—Continued.

For 1854-5.	For 1855-6.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
7	5	Plainfield, .	$4 43.5	$550 00	–	–	124	$287 00
9	6	Westhampton,	4 31.0	500 00	–	–	116	131 00
16	7	Goshen, .	4 30.1	400 00	–	–	93	207 00
2	8	Ware, .	4 21.2	2,700 00	–	–	641	–
12	9	Hadley, .	4 15.7	1,800 00	–	–	433	–
5	10	Northampton,	4 00.6	5,000 00	–	–	1,248	–
17	11	Williamsburg,	3 93.4	1,200 00	–	–	305	299 25
11	12	Cummington, .	3 82.6	600 00	$150 00	$750 00	196	300 00
13	13	Enfield, .	3 72.1	800 00	–	–	215	–
8	14	Amherst, .	3 61.3	2,500 00	–	–	692	23 00
15	15	Middlefield, .	3 55.4	500 00	90 00	590 00	166	408 00
10	16	Easthampton,	3 38.9	800 00	–	–	236	160 00
14	17	Chesterfield, .	3 34.9	700 00	–	–	209	385 00
18	18	Belchertown, .	3 32.1	1,800 00	–	–	542	229 50
22	19	Worthington,	3 07.8	675 00	146 98	821 98	267	653 70
19	20	Southampton,	2 92.9	700 00	–	–	239	22 00
23	21	Prescott, .	2 58.1	400 00	–	–	155	152 00
20	22	Huntington, .	2 30.8	600 00	–	–	260	285 45
21	23	Pelham, .	2 22.2	500 00	–	–	225	71 00

HAMPDEN COUNTY.

1	1	LONGMEADOW	6 72.3	1,600 00	–	–	238	169 00
4	2	Springfield, .	6 34.7	16,451 00	312 25	16,763 25	2,641	–
2	3	Chicopee, .	5 33.7	7,030 58	617 42	7,648 00	1,433	–
3	4	Holyoke, .	4 94.8	3,800 00	–	–	768	400 00
5	5	Brimfield, .	4 46.1	1,200 00	–	–	269	32 00
6	6	Montgomery, .	3 64.6	350 00	–	–	96	52 00
8	7	Westfield, .	3 47.8	3,200 00	–	–	920	354 00
7	8	Palmer, .	3 26.2	2,525 00	–	–	774	209 57
9	9	Russell, .	3 21.1	325 00	25 00	350 00	109	97 00
*	10	Agawam, .	3 19.3	1,025 00	–	–	321	100 00
13	11	Wilbraham, .	3 14.7	1,300 00	135 00	1,435 00	456	700 00
11	12	Ludlow, .	3 11.3	800 00	–	–	257	315 00
10	13	Monson, .	2 97.9	1,600 00	–	–	537	393 83
17	14	Granville, .	2 87.7	550 00	198 00	748 00	260	285 00
19	15	Tolland, .	2 87	300 00	53 00	353 00	123	450 00
15	16	Blandford, .	2 84.6	600 00	194 16	794 16	279	715 00
14	17	W. Springfield,	2 71.4	1,072 09	–	–	395	27 00
18	18	Chester, .	2 67.1	700 00	–	–	262	718 00
12	19	Wales, .	2 61.4	400 00	–	–	153	5 00
16	20	Holland, .	2 29.9	200 00	–	–	87	38 75
	21	Southwick, † .	–	–	–	–	–	–

* New town.

† No Returns.

FRANKLIN COUNTY.

For 1854-5.	For 1855-6.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Supplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	ERVING, .	$7 81	$400 00	$53 00	$453 00	58	–
7	2	Whately, .	4 14.5	800 00	–	–	193	$45 00
3	3	Montague, .	3 98.3	1,200 00	170 00	1,370 00	344	180 00
4	4	Sunderland, .	3 97.7	700 00	–	–	176	40 00
14	5	Shelburne, .	3 75.7	950 00	–	–	253	150 00
5	6	Deerfield, .	3 75	1,964 97	–	–	524	570 00
8	7	Warwick, .	3 66.9	800 00	–	–	218	700 00
2	8	Greenfield, .	3 64.5	3,200 00	–	–	878	200 00
11	9	Heath, . .	3 52.9	600 00	–	–	170	255 00
18	10	Ashfield, .	3 41.3	1,000 00	–	–	293	500 00
16	11	Conway, .	3 34.3	1,200 00	–	–	359	550 00
24	12	Coleraine, .	3 30.8	1,224 00	–	–	370	650 00
9	13	Orange, .	3 16.6	1,200 00	–	–	379	–
13	14	Gill, . .	3 04.9	500 00	–	–	164	129 00
10	15	Rowe, . .	3 04.9	500 00	–	–	164	139 50
19	16	Wendell, .	3 03	500 00	–	–	165	5 00
15	17	Leverett, .	2 97	600 00	–	–	202	236 00
21	18	Northfield, .	2 96.4	1,200 00	66 00	1,266 00	427	129 00
26	19	Charlemont, .	2 92.2	700 00	48 00	748 00	256	333 00
22	20	Hawley, .	2 73.2	500 00	–	–	183	310 00
12	21	New Salem, .	2 72.1	800 00	–	–	294	55 00
17	22	Shutesbury, .	2 65.5	600 00	–	–	226	179 00
20	23	Leyden, .	2 48.4	400 00	–	–	161	248 00
6	24	Buckland, .	2 45.4	800 00	–	–	326	–
23	25	Bernardston, .	2 25.2	500 00	–	–	222	223 50
25	26	Monroe, .	2 19.3	124 00	12 00	136 00	62	103 50

BERKSHIRE COUNTY.

2	1	LEE, . .	3 90.9	3,561 80	198 24	3,760 04	962	155 50
4	2	Pittsfield, .	3 61.7	4,669 66	–	–	1,291	176 00
7	3	Cheshire, .	3 46	1,000 00	–	–	289	416 00
10	4	Egremont, .	3 34.2	625 00	–	–	187	305 00
5	5	Peru, . .	3 29.8	310 00	–	–	94	215 00
13	6	Tyringham, .	3 28.9	500 00	–	–	152	300 00
1	7	Sandisfield, .	3 28.5	900 00	138 00	1,038 00	316	860 00
27	8	Williamstown,	3 13.9	2,000 00	–	–	637	375 75
6	9	N. Marlboro', .	3 11.4	750 00	327 55	1,077 55	346	275 00
12	10	Lanesborough,	2 94.1	900 00	–	–	306	50 00
20	11	Dalton, . .	2 83.3	600 00	60 00	660 00	233	364 00
3	12	Otis, . .	2 77.7	600 00	–	–	216	338 00
17	13	Sheffield, .	2 70.9	1,600 00	128 76	1,728 76	638	768 00
8	14	Hancock, .	2 60.4	500 00	–	–	192	429 00
23	15	Florida, .	2 55.5	350 00	–	–	137	137 00

BERKSHIRE COUNTY—Continued.

For 1854-5.	For 1855-6.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
9	16	Monterey, .	$2 52.6	$400 00	$67 40	$467 40	185	$467 00
14	67	W. Stockbridge	2 46.6	900 00	–	–	365	30 00
31	18	New Ashford,	2 38.1	100 00	–	–	42	86 00
24	19	Gt. Barrington,	2 27.6	1,500 00	–	–	659	27 50
11	20	Alford, . .	2 25.6	300 00	–	–	133	70 75
19	21	Windsor, .	2 24.2	500 00	–	–	223	145 00
15	22	Hinsdale, .	2 17.7	675 00	–	–	310	250 00
16	23	Stockbridge, .	2 12.3	1,000 00	–	–	471	210 00
22	24	Adams, . .	2 00.4	2,828 00	–	–	1,411	880 00
25	25	Savoy, . .	2 00	388 00	–	–	194	387 22
29	26	Clarksburg, .	1 90.5	200 00	–	–	105	152 52
28	27	Richmond, .	1 86	400 00	–	–	215	251 14
21	28	Lenox, . .	1 85.6	800 00	–	–	431	625 00
18	29	Becket, . .	1 76.2	600 00	41 55	641 55	364	585 00
26	30	Washington, .	1 60.7	450 00	–	–	280	305 00
30	31	Mt. Washington	1 13.6	100 00	–	–	88	236 00

NORFOLK COUNTY.

1	1	BROOKLINE,	12 76	9,200 00	–	–	721	–
2	2	W. Roxbury, .	11 27.8	9,000 00	–	–	798	–
3	3	Dedham, .	9 72.8	8,695 00	60 00	8,755 00	900	–
5	4	Roxbury, .	8 45.2	32,302 74	–	–	3,822	–
4	5	Dorchester, .	8 34.4	16,403 84	–	–	1,966	–
6	6	Milton, . .	7 01.4	3,500 00	–	–	499	–
7	7	Quincy, . .	6 13.8	7,550 00	–	–	1,230	87 00
8	8	Walpole, .	5 39.1	2,000 00	–	–	371	35 00
10	9	Cohasset, .	5 00	2,000 00	–	–	400	–
9	10	Dover, . .	4 83.9	600 00	–	–	124	–
13	11	Medway, .	4 73.9	3,000 00	–	–	633	–
11	12	Needham, .	4 64.2	2,010 00	–	–	433	–
16	13	Foxborough, .	4 44.4	2,000 00	–	–	450	135 40
14	14	Weymouth, .	4 41.8	5,500 00	–	–	1,245	–
17	15	Medfield, .	4 37.1	800 00	–	–	183	–
21	16	Franklin, .	4 11.3	1,600 00	–	–	389	–
19	17	Stoughton, .	4 11.3	3,500 00	–	–	851	50 00
12	18	Sharon, . .	3 96.1	1,100 00	120 00	1,220 00	308	–
20	19	Wrentham, .	3 90.9	2,500 00	341 80	2,841 80	727	10 00
15	20	Canton, . .	3 84.6	2,500 00	–	–	650	121 50
18	21	Bellingham, .	3 71.5	1,000 00	140 63	1,140 63	307	–
22	22	Braintree, .	3 65.3	2,700 00	–	–	739	–
23	23	Randolph, .	2 91.9	3,500 00	–	–	1,199	–

BRISTOL COUNTY.

For 1854-5.	For 1855-6.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	N. BEDFORD,	$8 12.2	$29,459 07	–	–	3,627	–
2	2	Fairhaven, .	6 82.4	7,500 00	–	–	1,099	–
5	3	Attleborough,	5 28.4	5,173 85	–	–	979	–
3	4	Fall River, .	5 11.3	14,000 00	–	–	2,738	–
6	5	Somerset, .	4 93.8	1,200 00	–	–	243	–
4	6	Taunton, .	4 79.1	14,000 00	–	–	2,922	–
16	7	Freetown, .	4 16.7	1,500 00	–	–	360	–
11	8	Dartmouth, .	3 80.6	3,500 00	–	–	917	$363 00
10	9	Pawtucket, .	3 80.6	3,300 00	–	–	867	27 50
8	10	Norton, . .	3 73.1	1,500 00	–	–	402	–
12	11	Westport, .	3 63.1	2,000 00	$284 18	$2,284 18	629	360 50
7	12	Mansfield, .	3 52.4	1,462 46	–	–	415	100 00
13	13	Dighton, .	3 43	1,200 00	100 00	1,300 00	379	148 00
9	14	Berkley, .	3 34.8	750 00	–	–	224	65 00
14	15	Raynham, .	3 07.7	1,000 00	–	–	325	–
15	16	Seekonk, .	3 00.7	1,250 00	241 82	1,491 82	496	153 18
17	17	Easton, . .	2 67.9	1,500 00	–	–	560	60 00
19	18	Swanzey, .	2 66.6	800 00	–	–	300	105 00
18	19	Rehoboth, .	2 47.7	1,000 00	139 35	1,139 35	460	249 00

PLYMOUTH COUNTY.

2	1	KINGSTON, .	6 99.3	2,000 00	–	–	286	–
1	2	Plymouth, .	6 51	8,600 00	–	–	1,321	30 00
3	3	Hingham, .	5 49.7	4,529 82	–	–	824	–
4	4	Hull, . .	4 92.7	340 00	–	–	69	–
6	5	S. Scituate, .	4 91.3	1,700 00	–	–	346	69 00
5	6	Abington, .	4 86.6	6,000 00	–	–	1,233	–
7	7	Duxbury, .	4 59.9	2,100 00	296 00	2,396 00	521	16 00
17	8	E. Bridgewater	4 56.2	2,500 00	–	–	548	–
21	9	Marion, . .	4 54.5	1,000 00	–	–	220	–
9	10	Bridgewater, .	4 36.3	2,500 00	–	–	573	–
12	11	Pembroke, .	4 21.9	1,000 00	152 00	1,152 00	273	39 00
8	12	Scituate, .	4 15.8	2,000 00	–	–	481	54 00
10	13	Marshfield, .	3 96.8	1,500 00	–	–	378	–
18	14	Middleborough	3 96.4	3,500 00	–	–	883	607 00
15	15	Hanson, .	3 79.7	900 00	–	–	237	–
14	16	Hanover, .	3 57.1	1,200 00	–	–	336	104 75
16	17	W. Bridgewat'r	3 39.9	1,200 00	–	–	353	50 00
11	18	Lakeville, .	3 33.3	800 00	–	–	240	20 00
19	19	Halifax, .	3 17.5	600 00	–	–	189	–
20	20	Wareham, .	3 10.5	2,400 00	–	–	773	–
13	21	Rochester, .	3 09.1	2,000 00	–	–	647	250 00
23	22	N. Bridgewater	3 08.4	3,500 00	–	–	1,135	–
22	23	Plmypton, .	2 79.1	600 00	–	–	215	225 25
24	24	Carver, . .	2 36.4	650 00	–	–	275	263 85

BARNSTABLE COUNTY.

For 1854-5.	For 1855-6.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	PROVINCET'N,	$5 88.7	$3,815 00	–	–	648	–
2	2	Wellfleet, .	4 52.6	2,500 00	$43 52	$2,543 52	562	–
6	3	Sandwich, .	4 22.9	4,500 00	376 00	4,876 00	1,153	$168 00
4	4	Barnstable, .	4 10.1	3,750 00	580 41	4,330 41	1,056	761 00
5	5	Eastham, .	4 09.9	660 00	–	–	161	–
3	6	Falmouth, .	3 88.2	2,321 61	–	–	598	433 21
9	7	Yarmouth, .	3 48.4	2,000 00	–	–	574	75 00
7	8	Brewster, .	3 36.7	1,000 00	–	–	297	67 00
12	9	Truro, . .	3 25.8	1,450 00	–	–	445	–
10	10	Orleans, .	2 66.1	1,200 00	–	–	451	268 00
8	11	Chatham, .	2 36.5	1,400 00	–	–	592	195 40
13	12	Harwich, .	1 98.8	2,000 00	–	–	1,006	1947 52
11	13	Dennis, . .	1 82.7	1,500 00	–	–	821	1552 00

DUKES COUNTY.

2	1	TISBURY, .	5 23.6	2,000 00	–	–	382	10 00
1	2	Edgartown, .	5 15.5	2,000 00	–	–	388	–
3	3	Chilmark, .	3 28.9	500 00	–	–	152	–

NANTUCKET COUNTY.

		NANTUCKET,	8 00	11,424 46	–	–	1,428	–

A GRADUATED TABLE—First Series.

Showing the Comparative Amount of Money appropriated by the different Counties in the State for the Education of each Child between the ages of 5 and 15 years in the County.

For 1854-5.	For 1855-6.	COUNTIES.	Sum appropriated by counties for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue and similar funds appropriated to Schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	SUFFOLK, .	$8 43.1	$262,505 49	–	$262,505 49	31,136	–
2	2	Nantucket, .	8 00	11,424 46	–	11,424 46	1,428	–
3	3	Middlesex, .	6 76.4	241,728 35	$140 37	241,868 72	35,759	$1,504 50
4	4	Norfolk, .	6 52.5	122,961 58	662 43	123,624 01	18,945	438 90
5	5	Bristol, .	5 17.6	92,095 38	765 35	92,860 73	17,942	1,631 18
6	6	Essex, .	5 03.3	150,044 21	1,280 06	151,324 27	30,068	416 66
10	7	Dukes, .	4 88.7	4,500 00	–	4,500 00	922	10 00
8	8	Hampden, .	4 38.6	45,028 67	1,554 83	46,583 50	10,620	5,470 15
7	9	Plymouth, .	4 33.5	53,119 82	448 00	53,567 82	12,356	1,728 85
9	10	Worcester, .	4 17.2	122,235 16	733 59	122,968 75	29,478	2,375 92
11	11	Hampshire, .	3 85	27,625 00	386 98	28,011 98	7,276	3,674 90
12	12	Barnstable, .	3 47.9	27,715 00	1,381 54	29,096 54	8,364	5,467 13
13	13	Franklin, .	3 28.9	22,962 97	349 00	23,311 97	7,087	5,930 50
14	14	Berkshire, .	2 69.9	30,007 46	961 50	30,968 96	11,472	9,880 38

AGGREGATE FOR THE STATE.

14 Counties, .	5 48.6	1,213,953 55	8,643 65	1,222,597 20	222,853	38,529 07

GRADUATED TABLES—Second Series.

The next Table exhibits the appropriations of the cities and towns, as compared with their respective valuations in 1850.

The first column shows the rank of the cities and towns in a similar Table for 1854–5.

The second column indicates, in numerical order, the precedence of the cities and towns in respect to the liberality of their appropriations for 1855–6.

The third consists of the names of the cities and towns, as numerically arranged.

The fourth shows the percentage of taxable property appropriated to the support of the Public Schools. The result is equivalent in value to mills and hundreths of mills. The decimals are carried to three figures, in order to indicate more perfectly the distinction between the different towns. The first figure (mills) expresses the principal value, and is separated from the two last figures by a point.

The appropriations for schools are not given in the following Table, as they may be found by referring to the previous Tables, also in the Abstract of School Returns, commencing on the 2d page. These appropriations include the sum raised by taxes, the income of the surplus revenue, and of such other funds as the towns may appropriate at their option, either to support Common Schools, or to pay ordinary municipal expenses. The income of other local funds, and the voluntary contributions are not included in the estimate. The appropriations are reckoned the same as in the first series of tables, and for the same reasons.

The amount of taxable property in each city and town, according to the last State Valuation, is also omitted, as it is already given in the foregoing Abstract of School Returns.

If the valuations of the towns were an exact representation of their taxable property, or if the valuations were all too high or all too low in equal proportions, then the results in the fourth column would present a perfectly just view of the comparative liberality of the towns to their schools. Such is by no means the fact. The valuations are only approximations, more or less near, to the actual value of the property of the towns. Some towns may have a valuation much too high, as compared with their property, or as compared with other towns, owing to imperfections in the returns of the assessors, and to the uncertainty attending any mere estimate of the value of property. So far as the valuations are in different proportions to the property they represent, the conclusions based on them, as in the next Table, cannot be strictly just.

Moreover, some towns, from special advantages, increase in wealth much more rapidly than other towns, while their respective valuations remain stationary for ten years, or till 1860. This unequal advance in property renders comparisons that are founded on valuations merely to some extent unjust, and the injustice will increase each successive year, or with the increase of wealth.

The first Graduated Tables, showing the sum appropriated per child, between 5 and 15 years of age, rest on facts that can be accurately ascertained in every case, and may therefore present perfectly accurate results. The second series of Graduated Tables rests on one of the same facts (the amount appropriated); also, on the valuations which are to some extent arbitrary and liable to unavoidable errors. Therefore, the comparisons in the second series may have no advantage over those in the first series, in accuracy or justness.

If the rank assigned to towns in the next Tables is compared with the rank of the same towns in the former series, it will be seen that they hold, in many instances, a very different place in the scale. Brookline, which is No. 2 in the previous Table, is No. 262 in the next.

GRADUATED TABLES—Second Series.

A Graduated Table, in which all the Towns in the State are numerically arranged, according to the percentage of their taxable property, appropriated to the support of Public Schools, for the year 1855–6.*

For 1854-5.	For 1855-6.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1854-5.	For 1855-6.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
1	1	WELLFLEET, .	$.008-64	40	24	Charlestown, .	3-62
2	2	Lynn,† . .	5-93	23	25	Quincy, . .	3-62
8	3	Somerville, . .	5-54	20	26	Pawtucket, . .	3-60
7	4	Attleborough, .	4-98	74	27	Tisbury, . .	3-59
12	5	Melrose, . .	4-73	35	28	Eastham, . .	3-55
13	6	Natick, . .	4-37	27	29	Clinton, . .	3-51
6	7	Winchester, .	4-31	3	30	Buckland, . .	3-51
4	8	Stoneham, . .	4-15	50	31	Newton, . .	3-48
19	9	South Reading, .	4-12	30	32	Plymouth, . .	3-48
9	10	Abington, . .	4-09	22	33	Medway, . .	3-46
44	11	Chelsea, . .	4-03	25	34	Saugus, . .	3-36
10	12	Danvers,‡ . .	4-01	43	35	Haverhill, . .	3-35
15	13	Gloucester, . .	3-99	45	36	N. Bridgewater, .	3-35
21	14	Truro, . .	3-95	102	37	Medford, . .	3-26
11	15	Milford, . .	3-93	149	38	Bradford, . .	3-24
26	16	Lee, . . .	3-89	31	39	Weymouth, . .	3-21
5	17	Mansfield, . .	3-86	28	40	Manchester, . .	3-20
14	18	Harwich, . .	3-81	51	41	Stoughton, . .	3-20
16	19	Taunton, . .	3-78	18	42	Rockport, . .	3-19
42	20	Sandwich, . .	3-71	29	43	Reading,‖ . .	3-17
24	21	Orleans, . .	3-67	83	44	Lexington, . .	3-16
17	22	Provincetown, .	3-65	34	45	Marblehead, .	3-09
57	23	Holliston, . .	3-65	64	46	Foxborough, .	3-08

* Towns incorporated since 1850, viz., Winthrop, Nahant, Swampscott, South Danvers, North Andover, North Reading, Agawam, West Roxbury, Marion and Lakeville, have no rank assigned them in this table. It exhibits the results of comparing the appropriations of the towns for schools with their respective valuations, and as the towns named will have no separate valuation till 1860, such a comparison with respect to them is now impracticable. As a new town and the town from which it was formed have but one valuation, so their appropriations are united and reckoned as one appropriation. The sum appropriated by the towns recently incorporated will be found in the abstract of returns, also at the close of the table.

† Including Swampscott and Nahant. ‡ Including South Danvers. ‖ Including North Reading.

For 1854-5.	For 1855-6.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1854-5.	For 1855-6.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
87	47	E. Bridgewater,	3-07	137	95	Granby,	2-53
62	48	Greenwich,	3-06	116	96	Wrentham,	2-53
36	49	Montague,	3-06	117	97	Dighton,	2-51
41	50	Roxbury,*	3-03	75	98	Needham,	2-51
39	51	Lowell,	3-02	130	99	Ashburnham,	2-49
54	52	S. Hadley,	3-01	113	100	Bolton,	2-48
37	53	Scituate,	3-01	84	101	Huntington,	2-48
38	54	Brewster,	2-99	105	102	Nantucket,	2-48
60	55	Cambridge,	2-99	136	103	Franklin,	2-46
72	56	Edgartown,	2-98	138	104	Paxton,	2-46
158	57	Greenfield,	2-98	177	105	Douglas,	2-46
56	58	Fitchburg,	2-94	86	106	Walpole,	2-46
58	59	Malden,	2-94	88	107	Amesbury,	2-45
66	60	Erving,	2-92	89	108	Salisbury,	2-44
48	61	Dedham,	2-91	103	109	Ware,	2-43
32	62	Chatham,	2-89	90	110	Falmouth,	2-43
61	63	Hingham,	2-88	92	111	Dorchester,	2-42
98	64	Hull,	2-88	93	112	Shutesbury,	2-42
46	65	Berkley,	2-87	94	113	Florida,	2-41
68	66	Wayland,	2-87	190	114	Stowe,	2-41
47	67	Ashland,	2-85	183	115	Marlborough,	2-40
63	68	Barnstable,	2-84	96	116	Hanson,	2-39
49	69	Athol,	2-82	151	117	Leominster,	2-39
97	70	Northbridge,	2-79	126	118	Concord,	2-38
53	71	Westborough,	2-79	154	119	Brookfield,	2-37
167	72	Acton,	2-77	160	120	Essex,	2-37
52	73	Ipswich,	2-77	133	121	Hubbardston,	2-37
80	74	Webster,	2-76	161	122	Newburyport,	2-35
79	75	Framingham,	2-72	104	123	Halifax,	2-34
95	76	Cohasset,	2-68	200	124	Kingston,	2-34
101	77	Lancaster,	2-67	115	125	Waltham,	2-34
81	78	Middleborough,†	2-67	106	126	Marshfield,	2-33
169	79	Yarmouth,	2-67	205	127	Pelham,	2-33
55	80	Bedford,	2-66	230	128	Warren,	2-33
73	81	Brighton,	2-66	110	129	Dana,	2-32
59	82	Wareham,	2-66	111	130	Gardner,	2-32
226	83	Freetown,	2-65	108	131	Rowe,	2-32
124	84	Millbury,	2-64	109	132	Westhampton,	2-32
76	85	Springfield,	2-63	107	133	W. Bridgewater,	2-32
175	86	Worcester,	2-62	155	134	Fairhaven,	2-31
67	87	Pembroke,	2-61	112	135	N. Brookfield,	2-30
78	88	Lawrence,	2-60	127	136	Fall River,	2-29
69	89	Somerset,	2-59	114	137	Heath,	2-28
99	90	Woburn,	2-59	118	138	S. Scituate,	2-27
100	91	Braintree,	2-56	187	139	Carlisle,	2-26
71	92	Beverly,	2-55	119	140	Wenham,	2-26
85	93	Watertown,	2-55	121	141	Leverett,	2-25
65	94	Rochester,‡	2-54	82	142	Savoy,	2-25

* Including West Roxbury. † Including Lakeville. ‡ Including Marion.

For 1854-5.	For 1855-6.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1854-5.	For 1855-6.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
176	143	Groveland,	2-24	172	191	Cummington,	2-00
70	144	Sandisfield,	2-24	173	192	Northampton,	2-00
232	145	Monroe,	2-24	171	193	Upton,	2-00
123	146	Duxbury,	2-23	251	194	Hadley,	1-99
180	147	Goshen,	2-23	174	195	W. Newbury,	1-99
125	148	Littleton,	2-23	179	196	Middlefield,	1-97
122	149	Chicopee,	2-22	203	197	Winchendon,	1-96
163	150	Sharon,	2-22	212	198	Granville,	1-95
166	151	Sherborn,	2-22	181	199	Rutland,	1-95
128	152	Grafton,	2-21	91	200	New Salem,	1-95
129	153	Sunderland,	2-21	182	201	Tewksbury,	1-95
131	154	Bellingham,	2-20	279	202	Uxbridge,	1-95
196	155	Montgomery,	2-19	165	203	Deerfield,	1-94
132	156	Hanover,	2-18	186	204	Raynham,	1-94
134	157	Belchertown,	2-17	236	205	Cheshire,	1-93
135	158	N. Marlborough,	2-17	193	206	Blackstone,	1-92
234	159	Lynnfield,	2-16	189	207	Plainfield,	1-92
146	160	Seekonk,	2-14	191	208	Washington,	1-91
202	161	N. Chelsea,*	2-12	257	209	Ashfield,	1-90
139	162	Easton,	2-12	271	210	Coleraine,	1-90
143	163	Amherst,	2-11	218	211	Harvard,	1-89
144	164	Clarksburg,	2-11	194	212	Lunenburg,	1-89
148	165	Holyoke,	2-11	253	213	Longmeadow,	1-89
147	166	Norton,	2-11	77	214	Dennis,	1-88
142	167	Shirley,	2-11	201	215	Methuen,	1-88
141	168	Townsend,	2-11	162	216	Otis,	1-88
247	169	Georgetown,	2-10	195	217	W. Boylston,	1-88
219	170	Randolph,	2-10	204	218	Sterling,	1-87
150	171	Chelmsford,	2-09	206	219	Carver,	1-86
153	172	Dracut,	2-09	33	220	Hopkinton,	1-86
145	173	Palmer,	2-09	264	221	Southampton,	1-86
185	174	Russell,	2-09	229	222	Andover,†	1-85
197	175	Tyringham,	2-09	276	223	Williamsburg,	1-85
152	176	Boxborough,	2-08	290	224	Worthington,	1-85
250	177	Charlemont,	2-07	207	225	Easthampton,	1-84
156	178	Bridgewater,	2-05	277	226	Sutton,	1-84
157	179	Monterey,	2-05	208	227	Wales,	1-84
300	180	Williamstown,	2-05	209	228	Hawley,	1-83
159	181	Westminster,	2-05	178	229	Barre,	1-82
140	182	Becket,	2-04	211	230	Chesterfield,	1-82
188	183	Westfield,	2-04	214	231	Plympton,	1-82
164	184	Dover,	2-03	240	232	Whately,	1-82
222	185	Holden,	2-03	217	233	Berlin,	1-81
168	186	Middleton,	2-03	268	234	Hardwick,	1-81
210	187	New Bedford,	2-03	215	235	Spencer,	1-81
199	188	Milton,	2-02	228	236	Weston,	1-81
242	189	Shelburne,	2-02	220	237	Canton,	1-80
170	190	Leyden,	2-01	249	238	Lanesborough,	1-79

* Including Winthrop.

† Including North Andover.

For 1854-5.	For 1855-6.	TOWNS.	Percentage of Valuation appriated to Public Schools—equivalent to mills and hundredths of mills.	For 1854-5.	For 1855-6.	TOWNS.	Percentage of Valuation appriated to Public Schools—equivalent to mills and hundredths of mills.
256	239	Brimfield,	$.001-78	267	280	Phillipston,	$.001-57
223	240	Enfield,	1-78	296	281	Prescott,	1-57
225	241	Conway,	1-77	213	282	Peru,	1-57
224	242	Sturbridge,	1-77	272	283	Westport,	1-57
221	243	Boxford,	1-76	244	284	W. Cambridge,	1-57
278	244	Rowley,	1-76	307	285	Sheffield,	1-56
192	245	Shrewsbury,	1-76	269	286	Wilmington,	1-56
262	246	Warwick,	1-76	273	287	Ashby,	1-55
231	247	Monson,	1-75	274	288	Topsfield,	1-55
233	248	Orange,	1-75	286	289	Wilbraham,	1-55
198	249	Pittsfield,	1-75	275	290	Dudley,	1-54
120	250	Southborough,	1-75	246	291	Blandford,	1-53
308	251	Burlington,	1-74	280	292	Lenox,	1-52
281	252	Medfield,	1-74	216	293	Newbury,	1-51
270	253	Tolland,	1-74	282	294	Petersham,	1-51
235	254	Ludlow,	1-74	283	295	Auburn,	1-50
289	255	Northfield,	1-74	284	296	Holland,	1-50
238	256	Billerica,	1-72	316	297	Swanzey,	1-47
237	257	Groton,	1-72	309	298	Leicester,	1-47
184	258	Southbridge,	1-71	288	299	Westford,	1-47
239	259	Templeton,	1-71	304	300	Dalton,	1-46
241	260	Gill,	1-70	291	301	New Braintree,	1-44
243	261	W. Brookfield,	1-70	293	302	Tyngsborough,	1-42
315	262	Brookline,	1-69	294	303	Hancock,	1-41
292	263	Hatfield,	1-69	298	304	Alford,	1-37
295	264	Mendon,	1-69	297	305	Egremont,	1-37
260	265	Hinsdale,	1-67	299	306	Stockbridge,	1-36
245	266	Oakham,	1-67	303	307	Bernardston,	1-33
248	267	Windsor,	1-67	302	308	Boylston,	1-33
252	268	Lincoln,	1-66	301	309	Hamilton,	1-33
263	269	Salem,	1-66	310	310	Sudbury,	1-28
265	270	Princeton,	1-66	313	311	Wendell,	1-28
287	271	W. Stockbridge,	1-66	318	312	W. Springfield,*	1-26
254	272	Chester,	1-65	306	313	Dunstable,	1-25
255	273	Rehoboth,	1-65	314	314	Boston,	1-16
259	274	Adams,	1-64	312	315	Gt. Barrington,	1-16
258	275	Pepperell,	1-62	305	316	Dartmouth,	1-09
261	276	Royalston,	1-60	317	317	Richmond,	1-09
227	277	Northborough,	1-59	311	318	Mt. Washington,	1-07
285	278	Charlton,	1-57	319	319	Chilmark,	1-06
266	279	Oxford,	1-57	320	320	New Ashford,	1-00

Southwick, no returns.

Winthrop, appropriated	$600 00	included in	North Chelsea.
Swampscott, "	1,600 00	"	Lynn.
Nahant, "	1,000 00	"	"
West Roxbury, "	9,000 00	"	Roxbury.
Marion, "	1,000 00	"	Rochester.
Lakeville, "	800 00	"	Middleborough.
North Reading, "	900 00	"	Reading.
North Andover, "	2,300 00	"	Andover.
South Danvers, "	7,078 00	"	Danvers.
Agawam, "	1,025 00	"	West Springfield.

*Including Agawam.

GRADUATED TABLES—Second Series.

In which all the Towns in the respective Counties in the State are numerically arranged, according to the percentage of their taxable property, appropriated for the support of Public Schools, for the year 1855–6.

SUFFOLK COUNTY.

For 1854-5.	For 1855-6.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1854-5.	For 1855-6.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
1	1	CHELSEA,	$.004-03	3	3	Boston,	$.001-16
2	2	N. Chelsea,*	2-12	4	4	Winthrop,†	–

ESSEX COUNTY.

1	1	LYNN,‡	5-93	20	18	Groveland,	2-24
2	2	Danvers,‖	4-01	25	19	Lynnfield,	2-16
3	3	Gloucester,	3-99	26	20	Georgetown,	2-10
5	4	Saugus,	3-36	18	21	Middleton,	2-03
8	5	Haverhill,	3-35	19	22	W. Newbury,	1-99
15	6	Bradford,	3-24	21	23	Methuen,	1-88
6	7	Manchester,	3-20	24	24	Andover,§	1-85
4	8	Rockport,	3-19	23	25	Boxford,	1-76
7	9	Marblehead,	3-09	29	26	Rowley,	1-76
9	10	Ipswich,	2-77	27	27	Salem,	1-66
11	11	Lawrence,	2-60	28	28	Topsfield,	1-55
10	12	Beverly,	2-55	22	29	Newbury,	1-51
12	13	Amesbury,	2-45	30	30	Hamilton,	1-33
13	14	Salisbury,	2-44			Swampscott,¶	–
16	15	Essex,	2-37			Nahant,¶	–
17	16	Newburyport,	2-35			North Andover,**	–
14	17	Wenham,	2-26			South Danvers,††	–

* Including Winthrop.
† Included in North Chelsea.
‡ Including Swampscott and Nahant.
‖ Including South Danvers.
§ Including North Andover.
¶ Included in Lynn.
** Included in Andover.
†† Included in Danvers.

MIDDLESEX COUNTY.

For 1854-5.	For 1855-6.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1854-5.	For 1855-6.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
3	1	SOMERVILLE,	$.005-54	24	27	Waltham,	$.002-34
4	2	Melrose,	4-73	36	28	Carlisle,	2-26
5	3	Natick,	4-37	25	29	Littleton,	2-23
2	4	Winchester,	4-31	32	30	Sherborn,	2-22
1	5	Stoneham,	4-15	28	31	Shirley,	2-11
6	6	South Reading,	4-12	27	32	Townsend,	2-11
14	7	Holliston,	3-65	29	33	Chelmsford,	2-09
10	8	Charlestown,	3-62	31	34	Dracut,	2-09
12	9	Newton,	3-48	30	35	Boxborough,	2-08
23	10	Medford,	3-26	34	36	Tewksbury,	1-95
7	11	Reading,*	3-17	8	37	Hopkinton,	1-86
20	12	Lexington,	3-16	38	38	Weston,	1-81
9	13	Lowell,	3-02	49	39	Burlington,	1-74
16	14	Cambridge,	2-99	40	40	Billerica,	1-72
15	15	Malden,	2-94	39	41	Groton,	1-72
17	16	Wayland,	2-87	42	42	Lincoln,	1-66
11	17	Ashland,	2-85	43	43	Pepperell,	1-62
33	18	Acton,	2-77	41	44	W. Cambridge,	1-57
19	19	Framingham,	2-72	44	45	Wilmington,	1-56
13	20	Bedford,	2-66	45	46	Ashby,	1-55
18	21	Brighton,	2-66	46	47	Westford,	1-47
22	22	Woburn,	2-59	47	48	Tyngsborough,	1-42
21	23	Watertown,	2-55	50	49	Sudbury,	1-28
37	24	Stowe,	2-41	48	50	Dunstable,	1-25
35	25	Marlborough,	2-40			North Reading,†	–
26	26	Concord,	2-38				

WORCESTER COUNTY.

1	1	MILFORD,	3-93	18	14	Paxton,	2-46
2	2	Clinton,	3-51	19	15	Leominster,	2-39
5	3	Fitchburg,	2-94	20	16	Brookfield,	2-37
3	4	Athol,	2-82	17	17	Hubbardston,	2-37
7	5	Northbridge,	2-79	40	18	Warren,	2-33
4	6	Westborough,	2-79	9	19	Dana,	2-32
6	7	Webster,	2-76	10	20	Gardner,	2-32
8	8	Lancaster,	2-67	11	21	N. Brookfield,	2-30
14	9	Millbury,	2-64	15	22	Grafton,	2-21
23	10	Worcester,	2-62	21	23	Westminster,	2-05
16	11	Ashburnham,	2-49	37	24	Holden,	2-03
12	12	Bolton,	2-48	22	25	Upton,	2-00
24	13	Douglas,	2-46	32	26	Winchendon,	1-96

*Including North Reading.

†Included in Reading.

WORCESTER COUNTY—Continued.

For 1854-5.	For 1855-6.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1854-5.	For 1855-6.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
26	27	Rutland,	$.001-95	41	43	Templeton,	$.001-71
51	28	Uxbridge,	1-95	42	44	W. Brookfield,	1-70
29	29	Blackstone,	1-92	56	45	Mendon,	1-69
36	30	Harvard,	1-89	43	46	Oakham,	1-67
30	31	Lunenburg,	1-89	45	47	Princeton,	1-66
31	32	W. Boylston,	1-88	44	48	Royalston,	1-60
33	33	Sterling,	1-87	39	49	Northborough,	1-59
50	34	Sutton,	1-84	54	50	Charlton,	1-57
25	35	Barre,	1-82	46	51	Oxford,	1-57
35	36	Berlin,	1-81	47	52	Phillipston,	1-57
48	37	Hardwick,	1-81	49	53	Dudley,	1-54
34	38	Spencer,	1-81	52	54	Petersham,	1-51
38	39	Sturbridge,	1-77	53	55	Auburn,	1-50
28	40	Shrewsbury,	1-76	58	56	Leicester,	1-47
11	41	Southborough,	1-75	55	57	New Braintree,	1-44
27	42	Southbridge,	1-71	57	58	Boylston,	1-33

HAMPSHIRE COUNTY.

2	1	GREENWICH,	3-06	18	13	Hadley,	1-99
1	2	South Hadley,	3-01	11	14	Middlefield,	1-97
7	3	Granby,	2-53	13	15	Plainfield,	1-92
3	4	Huntington,	2-48	19	16	Southampton,	1-86
4	5	Ware,	2-43	20	17	Williamsburg,	1-85
14	6	Pelham,	2-33	21	18	Worthington,	1-85
5	7	Westhampton,	2-32	15	19	Easthampton,	1-84
12	8	Goshen,	2-23	16	20	Chesterfield,	1-82
6	9	Belchertown,	2-17	17	21	Enfield,	1-78
8	10	Amherst,	2-11	22	22	Hatfield,	1-69
9	11	Cummington,	2-00	23	23	Prescott,	1-57
10	12	Northampton,	2-00				

HAMPDEN COUNTY.

1	1	SPRINGFIELD,	2-63	5	6	Russell,	2-09
2	2	Chicopee,	2-22	6	7	Westfield,	2-04
7	3	Montgomery,	2-19	9	8	Granville,	1-95
4	4	Holyoke,	2-11	13	9	Longmeadow,	1-89
3	5	Palmer,	2-09	8	10	Wales,	1-84

HAMPDEN COUNTY—Continued.

For 1854-6.	For 1855-6.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1854-5.	For 1855-6.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
15	11	Brimfield,	$.001-78	12	17	Blandford,	$.001-53
10	12	Monson,	1-75	17	18	Holland,	1-50
16	13	Tolland,	1-74	19	19	W. Springfield,*	1-26
11	14	Ludlow,	1-74	20	20	Southwick,†	–
14	15	Chester,	1-65			Agawam,‡	–
18	16	Wilbraham,	1-55				

FRANKLIN COUNTY.

1	1	BUCKLAND,	3-51	4	14	New Salem,	1-95
2	2	Montague,	3-06	11	15	Deerfield,	1-94
10	3	Greenfield,	2-98	21	16	Ashfield,	1-90
3	4	Erving,	2-92	23	17	Coleraine,	1-90
5	5	Shutesbury,	2-42	13	18	Hawley,	1-83
6	6	Rowe,	2-32	17	19	Whately,	1-82
7	7	Heath,	2-28	14	20	Conway,	1-77
8	8	Leverett,	2-25	22	21	Warwick,	1-76
15	9	Monroe,	2-24	16	22	Orange,	1-75
9	10	Sunderland,	2-21	24	23	Northfield,	1-74
20	11	Charlemont,	2-07	18	24	Gill,	1-70
19	12	Shelburne,	2-02	25	25	Bernardston,	1-33
12	13	Leyden,	2-01	26	26	Wendell,	1-28

BERKSHIRE COUNTY.

1	1	LEE,	3-89	15	17	Windsor,	1-67
4	2	Florida,	2-41	20	18	W. Stockbridge,	1-66
3	3	Savoy,	2-25	17	19	Adams,	1-64
2	4	Sandisfield,	2-24	13	20	Peru,	1-57
5	5	N. Marlborough,	2-17	27	21	Sheffield,	1-56
7	6	Clarksburg,	2-11	19	22	Lenox,	1-52
11	7	Tyringham,	2-09	26	23	Dalton,	1-46
8	8	Monterey,	2-05	21	24	Hancock,	1-41
25	9	Williamstown,	2-05	23	25	Alford,	1-37
6	10	Becket,	2-04	22	26	Egremont,	1-37
14	11	Cheshire,	1-93	24	27	Stockbridge,	1-36
10	12	Washington,	1-91	29	28	Gt. Barrington,	1-16
9	13	Otis,	1-88	30	29	Richmond,	1-09
16	14	Lanesborough,	1-79	28	30	Mt. Washington,	1-07
12	15	Pittsfield,	1-75	31	31	New Ashford,	1-00
18	16	Hinsdale,	1-67				

*Including Agawam. † No Returns. ‡ Included in West Springfield.

NORFOLK COUNTY.

For 1854-5.	For 1855-6.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1854-5.	For 1855-6.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
2	1	QUINCY,	$.003-62	9	13	Walpole,	$.002-46
1	2	Medway,	3-46	10	14	Dorchester,	2-42
3	3	Weymouth,	3-21	16	15	Sharon,	2-22
6	4	Stoughton,	3-20	14	16	Bellingham,	2-20
7	5	Foxborough,	3-08	19	17	Randolph,	2-10
4	6	Roxbury,*	3-03	17	18	Dover,	2-03
5	7	Dedham,	2-91	18	19	Milton,	2-02
11	8	Cohasset,	2-68	20	20	Canton,	1-80
12	9	Braintree,	2-56	21	21	Medfield,	1-74
13	10	Wrentham,	2-53	22	22	Brookline,	1-69
8	11	Needham,	2-51	23	23	West Roxbury,†	–
15	12	Franklin,	2-46				

BRISTOL COUNTY.

2	1	ATTLEBOROUGH,	4-98	10	11	Seekonk,	2-14
1	2	Mansfield,	3-86	9	12	Easton,	2-12
3	3	Taunton,	3-78	11	13	Norton,	2-11
4	4	Pawtucket,	3-60	14	14	New Bedford,	2-03
5	5	Berkley,	2-87	13	15	Raynham,	1-94
15	6	Freetown,	2-65	16	16	Rehoboth,	1-65
6	7	Somerset,	2-59	17	17	Westport,	1-57
7	8	Dighton,	2-51	19	18	Swanzey,	1-47
12	9	Fairhaven,	2-31	18	19	Dartmouth,	1-09
8	10	Fall River,	2-29				

PLYMOUTH COUNTY.

1	1	ABINGTON,	4-09	13	13	Halifax,	2-34
2	2	Plymouth,	3-48	20	14	Kingston,	2-34
4	3	N. Bridgewater,	3-35	14	15	Marshfield,	2-33
10	4	E. Bridgewater,	3-07	15	16	W. Bridgewater,	2-32
3	5	Scituate,	3-01	16	17	S. Scituate,	2-27
6	6	Hingham,	2-88	17	18	Duxbury,	2-23
12	7	Hull,	2-88	18	19	Hanover,	2-18
9	8	Middleborough,‡	2-67	19	20	Bridgewater,	2-05
5	9	Wareham,	2-66	21	21	Carver,	1-86
8	10	Pembroke,	2-61	22	22	Plympton,	1-82
7	11	Rochester,‖	2-54	23	23	Marion,§	–
11	12	Hanson,	2-39	24	24	Lakeville,¶	–

* Including West Roxbury.
† Included in Roxbury.
‡ Including Lakeville.
‖ Including Marion.
§ Included in Rochester.
¶ Included in Middleborough.

BARNSTABLE COUNTY.

For 1854-5.	For 1855-6.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1854-5.	For 1855-6.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
1	1	WELLFLEET, .	$.008-64	8	8	Brewster, . .	$.002-99
4	2	Truro, . .	3-95	6	9	Chatham, . .	2-89
2	3	Harwich, . .	3-81	10	10	Barnstable, . .	2-84
9	4	Sandwich, . .	3-71	13	11	Yarmouth, . .	2-67
5	5	Orleans, . .	3-67	12	12	Falmouth, . .	2-43
3	6	Provincetown, .	3-65	11	13	Dennis, . .	1-88
7	7	Eastham, . .	3-55				

DUKES COUNTY.

2	1	TISBURY, . .	3-59	3	3	Chilmark, . .	1-06
1	2	Edgartown, . .	2-98				

NANTUCKET COUNTY.

		NANTUCKET, .	2-48				

A GRADUATED TABLE—Second Series.

The different Counties in the State numerically arranged, according to the percentage of their taxable property, appropriated for the support of Public Schools, for the year 1855–6.

For 1854-5.	For 1855-6.	COUNTIES.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Amount of money raised by taxes for the support of Public Schools.	Income of Surplus Revenue, and of similar funds, appropriated for Public Schools.	TOTAL.	Valuation of 1850.	Amount contributed for board and fuel.
1	1	BARNSTABLE,	$.003-27	$27,625 00	$386 98	$28,011 98	$8,897,349 74	$5,467 13
3	2	Middlesex,	2-90	241,728 35	140 37	241,868 72	83,264,719 50	1,504 50
2	3	Plymouth,	2-79	53,119 82	448 00	53,567 82	19,200,668 00	1,728 85
4	4	Essex,	2-68	150,044 21	1,280 06	151,324 27	56,556,466 89	416 66
8	5	Dukes,	2-65	4,500 00	–	4,500 00	1,698,005 00	10 00
5	6	Norfolk,	2-63	122,961 58	662 43	123,624 01	47,034,521 56	438 90
6	7	Nantucket,	2-49	11,424 46	–	11,424 46	4,595,362 00	–
7	8	Bristol,	2-37	92,095 38	765 35	92,860 73	39,243,560 00	1,631 18
9	9	Worcester,	2-22	122,235 16	733 59	122,968 75	55,497,794 00	2,375 92
11	10	Hampshire,	2-10	27,625 00	386 98	28,011 98	13,331,240 00	3,674 90
12	11	Franklin,	2-08	22,962 97	349 00	23,311 97	11,211,309 00	5,930 50
10	12	Hampden,	2-06	45,028 67	1,554 83	46,583 50	22,621,220 77	5,470 15
13	13	Berkshire,	1-80	30,007 46	961 50	30,968 96	17,197,607 00	9,880 38
14	14	Suffolk,	1-21	262,505 49	–	262,505 49	217,587,172 00	–

AGGREGATE FOR THE STATE.

14 Counties,	$.002-04	$1,213,953 55	$8,643 65	$1,222,597 20	$597,936,995 46	$38,529 07

Arrangement of the Counties, according to their Appropriations, including Voluntary Contributions.

If the Counties are numerically arranged, according to the percentage of their Valuations appropriated for Public Schools, Voluntary Contributions of board and fuel being added to the sum raised by tax and to the income of the Surplus Revenue, as severally given in the previous Table, the order of precedence will be as follows :—

For 1854-5.	For 1855-6.	COUNTIES.	Percentage of Valuation—equivalent to mills and hundredths of mills.
1	1	BARNSTABLE,	$.003-88
3	2	Middlesex,	2-92
2	3	Plymouth,	2-87
4	4	Essex,	2-68
12	5	Dukes,	2-66
6	6	Norfolk,	2-64
5	7	Franklin,	2-61
8	8	Nantucket,	2-49
9	9	Bristol,	2-41
10	10	Hampshire,	2-376
7	11	Berkshire,	2-375
11	12	Hampden,	2-30
13	13	Worcester,	2-23
14	14	Suffolk,	1-21
		Aggregate for the State,	2-11

GRADUATED TABLES—Third Series.

The following Table exhibits the ratio of the mean average attendance in each town to the whole number of children between 5 and 15, according to the returns. The mean average is found by adding the average attendance in Summer to the average attendance in Winter, and dividing the amount by 2. In some cases the true mean average is not obtained by this process, for reasons peculiar to the schools of some towns. In such cases school committees were requested to indicate in their returns the true mean average, that their result may be inserted in the Table.

The ratio is expressed in decimals, continued to four figures, the first two of which are separated from the last two by a point, as only the two former are essential to denote the real per cent. Yet the ratios of many towns are so nearly equal, or the difference is so small a fraction, that the first two decimals, with the appropriate mathematical sign appended, indicate no distinction. The continuation of the decimals, therefore, is simply to indicate a priority in cases, where without such continuation, the ratios would appear to be precisely similar.

In several cases the ratio of attendance exhibited in the Table is more than 100 per cent. This result, supposing the registers to have been properly kept, and the returns correctly made, is to be thus explained:—the mean average attendance upon all the Public Schools, being compared with the whole number of children in the town between 5 and 15, the result may be over 100 per cent., because the attendance of children under 5 and over 15, may more than compensate for the absence of children between those ages.

It is not claimed that the towns in all cases are entitled to the exact precedence given them in the Table. They may not be thus entitled by the actual attendance, while they are so according to the returns.

GRADUATED TABLES—Third Series.

Table, in which all the Towns in the State are numerically arranged, according to the AVERAGE ATTENDANCE *of their children upon the Public Schools, for the year* 1855–6.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	ERVING,	58	70	1.20-69	34	Gill,	164	145	.88-41
2	Boxborough,	80	90	1.12-50	35	Townsend,	424	374	.88-32
3	Dunstable,	83	93	1.12-04	36	Goshen,	93	82	.88-17
4	Upton,	311	342	1.10-12	37	Palmer,	774	682	.88-11
5	Dracut,	296	318	1.07-43	38	Westboro',	495	435	.87-88
6	Greenwich,	128	136	1.06-64	39	Florida,	137	120	.87-59
7	Barre,	518	518	1.00-00	40	Shutesbury,	226	197	.87-39
8	Lakeville,	240	240	1.00-00	41	Pepperell,	308	269	.87-34
9	Bolton,	214	213	.99-53	42	Abington,	1,233	1,068	.86-62
10	Weston,	203	200	.98-52	43	Medfield,	183	158	.86-61
11	Petersham,	326	317	.97-39	44	Northbridge,	416	360	.86-54
12	N. Chelsea,	116	111	.96-12	45	Hubbardston,	419	362	.86-39
13	Manchester,	401	384	.95-88	46	Kingston,	286	247	.86-36
14	Sherborn,	175	167	.95-43	47	Dedham,	900	774	.86-00
15	Royalston,	326	311	.95-39	48	Littleton,	182	156	.85-99
16	Harvard,	258	244	.94-77	49	Plainfield,	124	106	.85-88
17	Charlton,	380	355	.93-42	50	Athol,	446	382	.85-76
18	Chelmsford,	400	373	.93-38	51	Tisbury,	382	326	.85-47
19	Princeton,	283	261	.92-23	52	Hardwick,	302	258	.85-43
20	Cummington,	196	180	.91-84	53	Swampscott,	275	234	.85-09
21	Paxton,	159	146	.91-82	54	Worthington,	267	227	.85-02
22	Warwick,	218	200	.91-74	55	Wayland,	250	212	.85-00
23	Sunderland,	176	161	.91-48	56	Provincetown	648	548	.84-64
24	Leominster,	653	595	.91-19	57	Longmeadow,	238	201	.84-45
25	Leverett,	202	184	.91-09	58	Whately,	193	163	.84-45
26	Carlisle,	116	105	.90-95	59	N. Braintree,	172	144	.83-72
27	Phillipston,	165	150	.90-91	60	E. Bridgewat'r	548	455	.83-12
28	Stowe,	304	275	.90-46	61	Lunenburg,	232	192	.82-97
29	Acton,	338	303	.89-64	62	Raynham,	325	268	.82-61
30	Spencer,	478	428	.89-54	63	Holliston,	560	462	.82-59
31	Essex,	283	252	.89-04	64	New Salem,	294	242	.82-48
32	Nahant,	57	50	.88-59	65	Medway,	633	522	.82-46
33	Foxborough,	450	398	.88-56	66	Montague,	344	283	.82-41

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
67	Edgartown, .	388	319	.82-34	115	Cohasset, .	400	310	.77-62
68	Dudley, .	328	270	.82-32	116	Lincoln, .	123	95	.77-24
69	Orange, .	379	312	.82-32	117	Wales, .	153	118	.77-12
70	Leyden, .	161	132	.82-29	118	Sandisfield, .	316	243	.77-06
71	Hatfield, .	191	157	.82-19	119	N. Reading, .	222	171	.77-03
72	Somerville, .	1,045	858	.82-10	120	Conway, .	359	276	.77-02
73	Shrewsbury,	295	242	.82-03	121	Hanson, .	237	182	.77-00
74	Ashby, .	277	227	.81-95	122	Weymouth, .	1,245	958	.76-95
75	Bellingham, .	307	251	.81-92	123	Windsor, .	223	171	.76-91
76	Truro, . .	445	364	.81-91	124	Easton, .	560	430	.76-79
77	Ashburnham,	482	394	.81-74	125	Georgetown,	350	268	.76-71
78	Templeton, .	521	425	.81.67	126	Davis, . .	124	95	.76-61
79	Monroe, .	62	50	.81-45	127	Haverhill, .	1,445	1,105	.76-47
80	Marion, .	220	179	.81-36	128	Chilmark, .	152	116	.76-31
81	Chelsea, .	1,863	1,512	.81-18	129	Westfield, .	920	701	.76-25
82	W. Camb'dge,	387	313	.80-88	130	Fairhaven, .	1,099	837	.76-16
83	Cambridge, .	3,682	2,977	.80-87	131	Walpole, .	371	282	.76-15
84	Heath, .	170	137	.80-59	132	Mansfield, .	415	316	.76-14
85	Ashfield, .	293	235	.80-37	133	Peru, . .	94	71	.76-06
86	Granby, .	173	139	.80-35	134	Belchertown,	542	412	.76-01
87	Lexington, .	393	313	.79-77	135	Melrose, .	416	316	.75-96
88	N. Brookfield,	462	368	.79-76	136	W. Roxbury,	798	605	.75-88
89	Bridgewater,	573	456	.79-58	137	Billerica, .	381	289	.75-85
90	Rowe, . .	164	130	.79-57	138	Prescott, .	155	117	.75-81
91	Methuen, .	437	347	.79-52	139	New Bedford,	3,627	2,741	.75-57
92	Woburn, .	887	702	.79-31	140	Norton, .	402	303	.75-49
93	Natick, .	711	562	.79-11	141	Boylston, .	210	158	.75-48
94	Wrentham, .	727	574	.78-95	142	Franklin, .	389	293	.75-45
95	Egremont, .	187	147	.78-88	143	Plymouth, .	1,321	993	.75-21
96	Huntington, .	260	205	.78-85	144	Middleboro',	883	662	.75-03
97	W. Boylston,	367	289	.78-75	145	Eastham, .	161	120	.74-84
98	Malden, .	833	655	.78-69	146	Russell, .	109	81	.74-77
99	Westminster,	408	321	.78-67	147	Wellfleet, .	562	420	.74-73
100	Oakham, .	248	195	.78.63	148	Holland, .	87	65	.74-71
101	Gardner, .	408	320	.78-55	149	Ware, . .	641	478	.74-57
102	Buckland, .	326	256	.78-53	150	S. Scituate, .	346	258	.74-56
103	Coleraine, .	370	290	.78-51	151	Framingham,	892	665	.74-55
104	Enfield, .	215	168	.78-37	152	Falmouth, .	598	445	.74-41
105	Rutland, .	267	209	.78-28	153	Gloucester, .	1,970	1,462	.74-23
106	Warren, .	393	307	.78-24	154	Burlington, .	97	72	.74-22
107	Bedford, .	211	165	.78-19	155	Dighton, .	379	281	.74-15
108	Brighton, .	612	478	.78-18	156	Webster, .	648	480	.74-07
109	Wendell, .	165	129	.78-18	157	Mendon, .	276	204	.73-91
110	Brimfield, .	269	210	.78-07	158	Holden, .	505	371	.73-56
111	Scituate, .	481	375	.78-07	159	Ipswich, .	758	557	.73-55
112	Chester, .	262	204	.77.86	160	Roxbury, .	3,822	2,808	.73-48
113	Hopkinton, .	636	494	.77-75	161	Winthrop, .	64	47	.73-43
114	Winchendon,	475	369	.77-68	162	Uxbridge, .	585	429	.73-42

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
163	Cheshire, .	289	212	.73-36	211	N. Andover, .	493	340	.69-06
164	Ludlow, .	257	188	.73-35	212	Concord, .	488	336	.68-95
165	Brookfield, .	367	269	.73-29	213	Westford, .	338	233	.68-93
166	Hanover, .	336	246	.73-21	214	Orleans, .	451	310	.68-85
167	Hamilton, .	154	112	.73-05	215	Boston, .	29093	20008	.68-77
168	Auburn, .	200	146	.73-00	216	Blandford, .	279	191	.68-64
169	Lowell, .	6,253	4,560	.72-92	217	Fitchburg, .	1,328	911	.68-64
170	Needham, .	433	315	.72-86	218	Lawrence, .	2,508	1,720	.68-60
171	Dana, . .	197	143	.72-84	219	Shelburne, .	253	173	.68-57
172	Boxford, .	239	174	.72-80	220	Millbury, .	668	457	.68-41
173	Newton, .	1,152	838	.72-78	221	Hadley, .	433	296	.68-36
174	Sutton, .	535	388	.72-52	222	S. Reading, .	563	384	.68-29
175	Freetown, .	360	261	.72-50	223	Deerfield, .	524	357	.68-28
176	Tyngsboro', .	170	123	.72-35	224	Middleton, .	186	127	.68-28
177	Marlboro', .	838	606	.72-31	225	Berlin, .	216	147	.68-06
178	Attleboro', .	974	703	.72-23	226	Milton, .	499	339	.68-04
179	Waltham, .	889	641	.72-16	227	Southampton,	239	162	.67-78
180	Somerset, .	243	175	.72-02	228	Dennis, .	821	555	.67-60
181	Carver, .	275	198	.72-00	229	Brewster, .	821	555	.67-51
182	Pelham, .	225	162	.72-00	230	Salem, .	3,915	2,639	.67-42
183	Salisbury, .	609	438	.72-00	231	Pittsfield, .	1,291	869	.67-31
184	Milford, .	1,330	957	.71-95	232	W.Bridgewat'r	353	237	.67-28
185	Lancaster, .	376	269	.71-68	233	Chesterfield,	209	140	.67-22
186	Grafton, .	860	616	.71-63	234	Springfield, .	2,641	1,769	.67-00
187	Pembroke, .	273	195	.71-61	235	Wilbraham, .	456	304	.66-77
188	Winchester, .	378	270	.71-56	236	Medford, .	955	637	.66-70
189	Westport, .	629	449	.71-46	237	W. Brookfield	282	188	.66-66
190	Shirley, .	308	220	.71-43	238	Beverly, .	1,154	768	.66-55
191	Sharon, .	308	219	.71-10	239	N. Bridgewat'r	1,135	755	.66-52
192	Groton, .	602	428	.71-09	240	Duxbury, .	521	346	.66-51
193	Reading, .	521	369	.70-82	241	Danvers, .	927	616	.66-45
194	Monterey, .	185	130	.70-54	242	Lynn, . .	3,333	2,210	.66-32
195	Quincy, .	1,230	867	.70-53	243	Tolland, .	123	81	.66-26
196	Bernardston,	222	156	.70-49	244	Rehoboth, .	460	304	.66-19
197	Northampton,	1,248	878	.70-39	245	Amherst, .	692	457	.66-11
198	N. Marlboro',	346	243	.70-38	246	Monson, .	537	355	.66-11
199	Canton, .	650	457	.70-31	247	Chicopee, .	1,433	946	.66-02
200	Braintree, .	739	517	.70-03	248	S. Hadley, .	422	278	.65-99
201	Marshfield, .	378	264	.69-97	249	Douglas, . .	454	299	.65-97
202	Saugus, .	359	251	.69-91	250	Granville, .	260	171	.65-96
203	Stoughton, .	851	594	.69-86	251	Seekonk, .	496	326	.65-82
204	Watertown, .	726	507	.69-83	252	Tyringham, .	152	100	.65-79
205	Sterling, .	423	295	.69-74	253	Marblehead,	1,474	966	.65-57
206	Northfield, .	427	297	.69-55	254	Newbury, .	289	189	.65-57
207	Amesbury, .	600	416	.69-41	255	Westhampton	116	76	.65-51
208	Charlestown,	4,316	2,994	.69-37	256	Harwich, .	1,006	658	.65-41
209	Savoy, . .	194	134	.69-33	257	Leicester, .	546	357	.65-38
210	Halifax, .	189	131	.69-31	258	Hawley, . .	183	119	.65-30

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
259	Sudbury, .	380	247	.65-13	296	Bradford, .	283	164	.58-12
260	Groveland, .	281	182	.64-94	297	Hull, . .	69	40	.57-97
261	Wenham, .	242	157	.64-87	298	Brookline, .	721	415	.57-63
262	Nantucket, .	1,428	926	.64-84	299	Sturbridge, .	620	357	.57-58
263	Wareham, .	773	499	.64-55	300	Middlefield, .	166	95	.57-23
264	Berkley, .	224	144	.64-51	301	Southboro', .	313	178	.57-03
265	Otis, . .	216	139	.64-35	302	Randolph, .	1,199	680	.56-76
266	Wilmington,	219	140	.63-92	303	Alford, .	133	75	.56-39
267	Hingham, .	824	524	.63-59	304	Montgomery,	96	54	.56-25
268	W. Springfield	395	251	.63-54	305	Lee, . .	962	541	.56-24
269	S. Danvers, .	1,177	744	.63-21	306	Clarksburg, .	105	59	.56-19
270	Williamsburg,	305	192	.63-11	307	Dartmouth, .	917	508	.55-39
271	Agawam, .	321	201	.62-77	308	Williamstown	637	350	.55-02
272	Stoneham, .	467	292	.62-53	309	Sheffield, .	638	350	.54-86
273	Charlemont, .	256	160	.62-50	310	Clinton, .	565	306	.54-25
274	Fall River, .	2,738	1,728	.62-49	311	W. Stockb'dge	365	197	.54-11
275	Dalton, .	233	145	.62-45	312	Rochester, .	647	350	.54-09
276	Yarmouth, .	574	357	.62-19	313	Hancock, .	192	101	.52-86
277	Worcester, .	3,974	2,461	.61-93	314	Adams, . .	1,411	744	.52-73
278	Easthampton,	236	145	.61-65	315	Hinsdale, .	310	162	.52-26
279	Sandwich, .	1,153	710	.61-58	316	Chatham, .	592	302	.51-01
280	Andover, .	968	594	.61-41	317	Mt. Washingt'n	88	44	.50-00
281	Barnstable, .	1,056	646	.61-17	318	Pawtucket, .	867	433	.49-94
282	Dorchester, .	1,966	1,194	.60-76	319	Becket, .	364	181	.49-86
283	Richmond, .	215	130	.60-69	320	Topsfield, .	250	124	.49-60
284	Southbridge,	751	452	.60-25	321	Swanzey, .	300	147	.49-00
285	Gt. Barrington	659	396	.60-09	322	Lenox, .	431	211	.48-96
286	Rowley, .	258	154	.59-69	323	Lanesboro', .	306	148	.48-37
287	Rockport, .	888	529	.59-57	324	Newburyport,	2,915	1,406	.48-23
288	Northboro', .	318	188	.59-27	325	Oxford, .	628	300	.47-85
289	Holyoke, .	768	455	.59-24	326	New Ashford,	42	19	.45-24
290	Taunton, .	2,922	1,728	.59-15	327	Greenfield, .	878	396	.45-10
291	Plympton, .	215	127	.59-07	328	Stockbridge,	471	207	.44-06
292	Lynnfield, .	207	122	.58-93	329	Tewksbury, .	376	154	.41-09
293	W. Newbury,	383	225	.58-74	330	Washington,	280	115	.41-07
294	Blackstone, .	1,096	642	.58-58	331	Southwick, .	No returns.		
295	Ashland, .	296	172	.58-28					

GRADUATED TABLES—Third Series.

Table, in which all the Towns in the respective Counties in the State, are numerically arranged, according to the mean average attendance of their children upon the Public Schools, for the year 1855–6.

[For an explanation of the principle on which these Tables are constructed, see *ante*, p. 74.]

SUFFOLK COUNTY.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	N. CHELSEA,	116	111	.96-12	3	Winthrop, .	64	47	.73-43
2	Chelsea, .	1,863	1,512	.81-18	4	Boston, .	29,093	20,008	.68-77

ESSEX COUNTY.

1	MANCHEST'R	401	384	.95-88	18	Salem, . .	3,915	2,639	.67-42
2	Essex, . .	283	252	.89-04	19	Beverly, .	1,154	768	.66-55
3	Nahant, .	57	50	.88-59	20	Danvers, .	927	616	.66-45
4	Swampscott, .	275	234	.85-09	21	Lynn, . .	3,333	2,210	.66-32
5	Methuen, .	437	347	.79-52	22	Marblehead,	1,474	966	.65-57
6	Georgetown,	350	268	.76-71	23	Newbury, .	289	189	.65-57
7	Haverhill, .	1,445	1,105	.76-47	24	Groveland, .	281	182	.64-94
8	Gloucester, .	1,970	1,462	.74-23	25	Wenham, .	242	157	.64-87
9	Ipswich, .	758	557	.73-55	26	S. Danvers, .	1,177	744	.63-21
10	Hamilton, .	154	112	.73-05	27	Andover, .	968	594	.61-41
11	Boxford, .	239	174	.72-80	28	Rowley, .	258	154	.59-69
12	Salisbury, .	609	438	.72-00	29	Rockport, .	888	529	.59-57
13	Saugus, .	359	251	.69-91	30	Lynnfield, .	207	122	.58-93
14	Amesbury, .	600	416	.69-41	31	W. Newbury,	383	225	.58-74
15	N. Andover,	493	340	.69-06	32	Bradford, .	283	164	.58-12
16	Lawrence, .	2,508	1,720	.68-60	33	Topsfield, .	250	124	.49-60
17	Middleton, .	186	127	.68-28	34	Newburyport,	2,915	1,406	.48-23

MIDDLESEX COUNTY.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	BOXBORO', .	80	90	1.12-50	27	N. Reading, .	222	171	.77-03
2	Dunstable, .	83	93	1.12-04	28	Melrose, .	416	316	.75-96
3	Dracut, .	296	318	1.07-43	29	Billerica, .	381	289	.75-85
4	Weston, .	203	200	.98-52	30	Framingham,	892	665	.74-55
5	Sherborn, .	175	167	.95-43	31	Burlington, .	97	72	.74-22
6	Chelmsford, .	400	373	.93-38	32	Lowell, .	6,253	4,560	.72-92
7	Carlisle, .	116	105	.90-95	33	Newton, .	1,152	838	.72-78
8	Stowe, .	304	275	.90-46	34	Tyngsboro', .	170	123	.72-35
9	Acton, . .	338	303	.89-64	35	Marlboro', .	838	606	.72-31
10	Townsend, .	424	374	.88-32	36	Waltham, .	889	641	.72-16
11	Pepperell, .	308	269	.87-34	37	Winchester, .	378	270	.71-56
12	Littleton, .	182	156	.85-99	38	Shirley, .	308	220	.71-43
13	Wayland, .	250	212	.85-00	39	Groton, .	602	428	.71-09
14	Holliston, .	560	462	.82-59	40	Reading, .	521	369	.70-82
15	Somerville, .	1,045	858	.82-10	41	Watertown, .	726	507	.69-83
16	Ashby, .	277	227	.81-95	42	Charlestown,	4,316	2,994	.69-37
17	W. Cambd'ge,	387	313	.80-88	43	Concord, .	488	336	.68-95
18	Cambridge, .	3,682	2,977	.80-87	44	Westford, .	338	233	.68-93
19	Lexington, .	393	313	.79-77	45	S. Reading, .	563	384	.68-29
20	Woburn, .	887	702	.79-31	46	Medford, .	955	637	.66-70
21	Natick, .	711	562	.79-11	47	Sudbury, .	380	247	.65-13
22	Malden, .	833	655	.78-69	48	Wilmington,	219	140	.63-92
23	Bedford, .	211	165	.78-19	49	Stoneham, .	467	292	.62-53
24	Brighton, .	612	478	.78-18	50	Ashland, .	296	172	.58-28
25	Hopkinton, .	636	494	.77-75	51	Tewksbury, .	376	154	.41-09
26	Lincoln, .	123	95	.77-24					

WORCESTER COUNTY.

1	UPTON, .	311	342	1.10-12	14	Northbridge,	416	360	.86-54
2	Barre, . .	518	518	1.00-00	15	Hubbardston,	419	362	.86-39
3	Bolton, .	214	213	.99-53	16	Athol, . .	446	382	.85-76
4	Petersham, .	326	317	.97-39	17	Hardwick, .	302	258	.85-43
5	Royalston, .	326	311	.95-39	18	N. Braintree,	172	144	.83-72
6	Harvard, .	258	244	.94-77	19	Lunenburg, .	232	192	.82-97
7	Charlton, .	380	355	.93-42	20	Dudley, .	328	270	.82-32
8	Princeton, .	283	261	.92-23	21	Shrewsbury,	295	242	.82-03
9	Paxton, .	159	146	.91-82	22	Ashburnham,	482	394	.81-74
10	Leominster, .	653	595	.91-19	23	Templeton, .	521	425	.81-67
11	Phillipston, .	165	150	.90-91	24	N. Brookfield,	462	368	.79-76
12	Spencer, .	478	428	.89-54	25	W. Boylston,	367	289	.78-75
13	Westboro', .	495	435	.87-88	26	Westminster,	408	321	.78-67

WORCESTER COUNTY—Continued.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
27	Oakham, .	248	195	.78.63	43	Grafton, .	860	616	.71-63
28	Gardner, .	408	320	.78-55	44	Sterling, .	423	295	.69-74
29	Rutland, .	267	209	.78-28	45	Fitchburg, .	1,328	911	.68-64
30	Warren, .	393	307	.78-24	46	Millbury, .	668	457	.68-41
31	Winchendon,	475	369	.77-68	47	Berlin, .	216	147	.68-06
32	Boylston, .	210	158	.75-48	48	W. Brookfield	282	188	.66-66
33	Webster, .	648	480	.74-07	49	Douglas, . .	454	299	.65-97
34	Mendon, .	276	204	.73-91	50	Leicester, .	546	357	.65-38
35	Holden, .	505	371	.73-56	51	Worcester, .	3,974	2,461	.61-93
36	Uxbridge, .	585	429	.73-42	52	Southbridge,	751	452	.60-25
37	Brookfield, .	367	269	.73-29	53	Northboro', .	318	188	.59-27
38	Auburn, .	200	146	.73-00	54	Blackstone, .	1,096	642	.58-58
39	Dana, . .	197	143	.72-84	55	Sturbridge, .	620	357	.57-58
40	Sutton, .	535	388	.72-52	56	Southboro', .	313	178	.57-03
41	Milford, .	1,330	957	.71-95	57	Clinton, .	565	306	.54-25
42	Lancaster, .	376	269	.71-68	58	Oxford, .	628	300	.47-85

HAMPSHIRE COUNTY.

1	GREENWICH,	128	136	1.06-64	13	Pelham, .	225	162	.72-00
2	Cummington,	196	180	.91-84	14	Northampton,	1,248	878	.70-39
3	Goshen, .	93	82	.88-17	15	Hadley, .	433	296	.68-36
4	Plainfield, .	124	106	.85-88	16	Southampton,	239	162	.67-78
5	Worthington,	267	227	.85-02	17	Chesterfield,	209	140	.67-22
6	Hatfield, .	191	157	.82-19	18	Amherst, .	692	457	.66-11
7	Granby, .	173	139	.80-35	19	S. Hadley, .	422	278	.65-99
8	Huntington, .	260	205	.78-85	20	Westhampton	116	76	.65-51
9	Enfield, .	215	168	.78-37	21	Williamsburg,	305	192	.63-11
10	Belchertown,	542	412	.76-01	22	Easthampton,	236	145	.61-65
11	Prescott, .	155	117	.75-81	23	Middlefield, .	166	95	.57-23
12	Ware, . .	641	478	.74-57					

HAMPDEN COUNTY.

1	PALMER, .	774	682	.88-11	6	Westfield, .	920	701	.76-25
2	Longmeadow,	238	201	.84-45	7	Russell, .	109	81	.74-77
3	Brimfield, .	269	210	.78-07	8	Holland, .	87	65	.74-71
4	Chester, .	262	204	.77.86	9	Ludlow, .	257	188	.73-35
5	Wales, . .	153	118	.77-12	10	Blandford, .	279	191	.68-64

HAMPDEN COUNTY—Continued.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
11	Springfield, .	2,641	1,769	.67-00	17	W. Springfield	395	251	.63-54
12	Wilbraham, .	456	304	.66-77	18	Agawam, .	321	201	.62-77
13	Tolland, .	123	81	.66-26	19	Holyoke, .	768	455	.59-24
14	Monson, .	537	355	.66-11	20	Montgomery,	96	54	.56-25
15	Chicopee, .	1,433	946	.66-02		Southwick, .	No returns.		
16	Granville, .	260	171	.65-96					

FRANKLIN COUNTY.

1	ERVING, .	58	70	1.20-69	14	Ashfield, .	293	235	.80-37
2	Warwick, .	218	200	.91-74	15	Rowe, . .	164	130	.79-57
3	Sunderland, .	176	161	.91-48	16	Buckland, .	326	256	.78-53
4	Leverett, .	202	184	.91-09	17	Coleraine, .	370	290	.78-51
5	Gill, . .	164	145	.88-41	18	Wendell, .	165	129	.78-18
6	Shutesbury, .	226	197	.87-39	19	Conway, .	359	276	.77-02
7	Whately, .	193	163	.84-45	20	Bernardston,	222	156	.70-49
8	New Salem, .	294	242	.82-48	21	Northfield, .	427	297	.69-55
9	Montague, .	344	283	.82-41	22	Shelburne, .	253	173	.68-57
10	Orange, .	379	312	.82-32	23	Deerfield, .	524	357	.68-28
11	Leyden, .	161	132	.82-29	24	Hawley, . .	183	119	.65-30
12	Monroe, .	62	50	.81-45	25	Charlemont, .	256	160	.62-50
13	Heath, .	170	137	.80-59	26	Greenfield, .	878	396	.45-10

BERKSHIRE COUNTY.

1	FLORIDA, .	137	120	.87-59	17	Lee, . .	962	541	.56-24
2	Egremont, .	187	147	.78-88	18	Clarksburg, .	105	59	.56-19
3	Sandisfield, .	316	243	.77-06	19	Williamstown	637	350	.55-02
4	Windsor, .	223	171	.76-91	20	Sheffield, .	638	350	.54-86
5	Peru, . .	94	71	.76-06	21	W. Stockb'dge	365	197	.54-11
6	Cheshire, .	289	212	.73-36	22	Hancock, .	192	101	.52-86
7	Monterey, .	185	130	.70-54	23	Adams, .	1,411	744	.52-73
8	N. Marlboro',	346	243	.70-38	24	Hinsdale, .	310	162	.52-26
9	Savoy, . .	194	134	.69-33	25	Mt. Washingt'n	88	44	.50-00
10	Pittsfield, .	1,291	869	.67-31	26	Becket, .	364	181	.49-86
11	Tyringham, .	152	100	.65-79	27	Lenox, .	431	211	.48-96
12	Otis, . .	216	139	.64-35	28	Lanesboro', .	306	148	.48-37
13	Dalton, .	233	145	.62-45	29	New Ashford,	42	19	.45-24
14	Richmond, .	215	130	.60-69	30	Stockbridge,	471	207	.44-06
15	Gt. Barrington	659	396	.60-09	31	Washington,	280	115	.41-07
16	Alford, .	133	75	.56-39					

NORFOLK COUNTY.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	FOXBORO', .	450	398	.88-56	13	Roxbury, .	3,822	2,808	.73-48
2	Medfield, .	183	158	.86-61	14	Needham, .	433	315	.72-86
3	Dedham, .	900	774	.86-00	15	Sharon, .	308	219	.71-10
4	Medway, .	633	522	.82-46	16	Quincy, .	1,230	867	.70-53
5	Bellingham, .	307	251	.81-92	17	Canton, .	650	457	.70-31
6	Wrentham, .	727	574	.78-95	18	Braintree, .	739	517	.70-03
7	Cohasset, .	400	310	.77-62	19	Stoughton, .	851	594	.69-86
8	Weymouth, .	1,245	958	.76-95	20	Milton, .	499	339	.68-04
9	Dover, .	124	95	.76-61	21	Dorchester, .	1,966	1,194	.60-76
10	Walpole, .	371	282	.76-15	22	Brookline, .	721	415	.57-63
11	W. Roxbury,	798	605	.75-88	23	Randolph, .	1,199	680	.56-76
12	Franklin, .	389	293	.75-45					

BRISTOL COUNTY.

1	RAYNHAM, .	325	268	.82-61	11	Westport, .	629	449	.71-46
2	Easton, .	560	430	.76-79	12	Rehoboth, .	460	304	.66-19
3	Fairhaven, .	1,099	837	.76-16	13	Seekonk, .	496	326	.65-82
4	Mansfield, .	415	316	.76-14	14	Berkley, .	224	144	.64-51
5	New Bedford,	3,627	2,741	.75-57	15	Fall River, .	2,738	1,711	.62-49
6	Norton, .	402	303	.75-49	16	Taunton, .	2,922	1,728	.59-15
7	Dighton, .	379	281	.74-15	17	Dartmouth, .	917	508	.55-39
8	Freetown, .	360	261	.72-50	18	Pawtucket, .	867	433	.49-94
9	Attleboro', .	974	703	.72-23	19	Swanzey, .	300	147	.49-00
10	Somerset, .	243	175	.72-02					

PLYMOUTH COUNTY.

1	LAKEVILLE,	240	240	1.00-00	13	Carver, .	275	198	.72-00
2	Abington, .	1,233	1,068	.86-62	14	Pembroke, .	273	195	.71-61
3	Kingston, .	286	247	.86-36	15	Marshfield, .	378	264	.69-97
4	E. Bridgewat'r	548	455	.83-12	16	Halifax, .	189	131	.69-31
5	Marion, .	220	179	.81-36	17	W.Bridgewat'r	353	237	.67-28
6	Bridgewater,	573	456	.79-58	18	N. Bridgewat'r	1,135	755	.66-52
7	Scituate, .	481	375	.78-07	19	Duxbury, .	521	346	.66-51
8	Hanson, .	237	182	.77-00	20	Wareham, .	773	499	.64-55
9	Plymouth, .	1,321	993	.75-21	21	Hingham, .	824	524	.63-59
10	Middleboro',	883	662	.75-03	22	Plympton, .	215	127	.59-07
11	S. Scituate, .	346	258	.74-56	23	Hull, . .	69	40	.57-97
12	Hanover, .	336	246	.73-21	24	Rochester, .	647	350	.54-09

BARNSTABLE COUNTY.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	PROVINCET'N	648	548	.84-64	8	Brewster, .	297	200	.67-51
2	Truro, . .	445	364	.81-91	9	Harwich, .	1,006	658	.65-41
3	Eastham, .	161	120	.74-84	10	Yarmouth, .	574	357	.62-19
4	Wellfleet, .	562	420	.74-73	11	Sandwich, .	1,153	710	.61-58
5	Falmouth, .	598	445	.74-41	12	Barnstable, .	1,056	646	.61-17
6	Orleans, .	451	310	.68-85	13	Chatham, .	592	302	.51-01
7	Dennis, .	821	555	.67-60					

DUKES COUNTY.

1	TISBURY, .	382	326	.85-47	3	Chilmark, .	152	116	.76-31
2	Edgartown, .	388	319	.82-34					

NANTUCKET COUNTY.

	NANTUCKET,	1,428	926	.64-84					

MEAN AVERAGE ATTENDANCE FOR THE STATE.

Number of children between 5 and 15 years of age, in the State, . 222,853

Mean average attendance, ... 157,100

Ratio of attendance to the whole number of children between 5 and 15, expressed in decimals, ...70

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